

Point of View

By George R. LaNoue

EDUCATION SECRETARY Lamar Alexander has promised to issue final administrative rules later this year concerning scholarships restricted to members of minority groups. But the U.S. Court of Appeals for the Fourth Circuit may already have established the definitive legal guidelines on such aid in a decision in February that called into question black-only scholarships at the University of Maryland at College Park.

The court's ruling in the Maryland case, known as *Podberesky v. Kirwan*, and the Supreme Court precedent it followed, *City of Richmond v. Croson*, need to be more closely examined by higher-education leaders. At stake is not only the use of racial classifications in scholarship awards, but also use of such classifications in any other area by public institutions, including admissions and employment.

To understand the Fourth Circuit's recent decision, some background is needed on the 1989 *Croson* ruling, now considered perhaps the most important civil-rights opinion of the 1980's. The *Croson* case arose when the J.A. Croson Company was denied a contract to install urinals at the Richmond, Va., city jail—even though it submitted the lowest bid—because it could not subcontract 30 percent of the work to a minority-run business as local law required. Such requirements were common at all levels of government, but the Supreme Court ruled 6 to 3 that any use of a racial classification by a state or local government was subject to the "strict scrutiny" test. That test could be met only if:

- The racial classification was necessary to remedy the continuing effects of discrimination identified in a specific activity, in this case discrimination against minority contractors in the Richmond construction industry.

- The remedy was narrowly tailored to cover only the industries where minority groups were found to have been discriminated against and was used only for the time period necessary to compensate for the bias.

- Race-neutral means would not suffice to remedy the discrimination.

The Court noted that without such rules it was impossible to tell whether minority-business programs were legitimate requirements imposed when other remedies failed or whether they were instead responses to local racial politics or other illegitimate factors. Richmond's program failed all three criteria and was held to violate the 14th Amendment's equal-protection clause. Since the *Croson* ruling, minority-business programs across the country have been discontinued, redesigned, or subjected to litigation. The *Croson* principles also are being applied to a variety of other local programs where racial classifications have been used. *Podberesky* is the first major lawsuit in which they have been invoked against a higher-education practice.

The *Podberesky* case originated at the University of Maryland at College Park, the flagship campus of the Maryland system. Although Maryland was not a part of the Confederacy during the Civil War, like other border states it emulated the Southern segregated pattern of higher education. Maryland did not begin to desegregate until after the Brown decision in 1954 and still supports four historically black public colleges, more than any other state. The College Park campus, however, has aggressively sought to integrate its student body, faculty, and staff and has achieved considerable success. Among the programs it has used are the Banneker scholarships (named after an 18th-century black scientist), which provide awards worth about \$33,000 over four years to talented African Americans.

In 1989, Daniel Podberesky, who is of Hispanic origin, was admitted to College Park with grades and test scores that would have made him a strong candidate for one of the Banneker scholarships had he been black. Barred from that competition, he sued the university.

The federal district court that originally heard Mr. Podberesky's case acknowledged that the Banneker scholarships should be subject to the strict-scrutiny test. It also accepted the university's statement that it

Race-Based Policies: a Court's Guidelines

placed—on the state university that created the racial classification. The Fourth Circuit ordered the case returned to the district court to decide whether, on the basis of the *Croson* rules, there was enough evidence to sustain the racially restricted scholarships. Maryland, however, has asked the full Fourth Circuit to review the three-judge panel's decision.

If it is eventually upheld, the *Podberesky* decision will

place academic institutions in much the same position that the *Croson* ruling put jurisdictions with minority-business programs in—having to prove that even narrowly tailored racial classifications are needed to deal with the continuing effects of prior, documented discrimination. Governments have approached this unusual challenge by commissioning massive studies attempting to document discrimination in their contracting practices and justifying their existing programs. An Atlanta study, for example, is 1,034 pages long and cost \$534,000. In one tally done a year ago, 29 jurisdictions had completed studies at a cost of \$5,491,162, while an additional 37 studies had been commissioned that were expected to cost \$7,029,929.

In trying to meet the *Croson* test, academic institutions will face some problems that jurisdictions trying to protect minority-business programs have not had. First, campuses are more vulnerable to lawsuits, because large numbers of rejected applicants for admissions and scholarships will have standing to sue, while courts have restricted challenges to minority-business



CHRISTOPHER VOLLEY FOR THE CHRONICLE

had not discriminated against blacks for many years and that it had more than exceeded the admissions goals for black students that the Office for Civil Rights had set for the campus. Nevertheless, the judge declared it was "premature to find that there are no present effects of past discrimination" on the College Park campus and that it would be "prudent to keep the scholarships in place at least until the OCR concluded its investigation" of the campus's compliance with civil rights requirements.

Second, jurisdictions with minority-business programs are using the large studies as a sort of insurance policy to continue their programs. The studies, which are based on historical, anecdotal, and statistical data, are a rich mixture of social science, pseudoscience, and racial politics. Few politicians have the time, skills, or incentives to analyze a 1,000-page report to determine whether the evidence was scientifically gathered and whether the conclusions are logical. Consequently, most of the minority-business studies contain exaggerated conclusions about discrimination that do not meet the scholarly standards that campus audiences presumably would demand of their studies.

Third, campuses face a different sort of political and public-relations problem. Local governments have had to struggle to "prove" continuing discrimination without actually naming the guilty public officials or corporations, which could cause other political and legal problems. Campuses will face the same dilemma about naming names but, in addition, if they wish to maintain their hard-earned image of genuine openness to minority students, faculty members, and staff members, they cannot paint too bleak a picture of continuing campus bias. Paradoxically, the very evidence used to persuade a court that racial scholarships need to be preserved might persuade a prospective minority student to avoid the campus.

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programs to low bidders who were rejected because racial classifications.

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Quote, Unquote

News Summary: Page A3

"These numbers are really extraordinary. I think it's a lousy way to do business."

An association president, on earmarks for scientific projects: A1

"It's not as if people aren't being employed. It's not as if science isn't being done. It's not as if the science that's being done is garbage."

Director of the National Center for Physical Acoustics, on earmarks: A1

"Has my participation in Vodou colored the way in which I present the religion?"

A professor of sociology: A6

"They seem to think it's just a blip on the graph, and that somehow we'll get back to where we were. But administrators say, 'Not so; the times have changed.'"

A college analyst, on the movement to measure faculty workloads: A1

"Until U.S. policy experts learn to take a more imaginative view of the potential coalitions that could be formed to support various proposals, it is hard to believe that we will see politically creative social-policy making in Washington."

A sociology professor: B1

"Suddenly, all the work I'd been doing in the corners of my life is my life."

A 'lost generation' scholar who has landed a full-time academic job: A15

"If schools had special programs for male scientists, or if they designated two-thirds of their academic scholarships for men, we would be outraged. We should have similar outrage with respect to sports."

Rep. Cardiss Collins, at a hearing on gender-equity in college sports: A43

SECTION 1

PAGES A1-56

Athletics A43-46

Business & Philanthropy A37-40

Gazette A49

Government & Politics A26-38

Information Technology A21-25

International A48-49

Personal & Professional A15-19

Scholarship A7-13

Students A41-42

SECTION 2

PAGES B1-48

Bulletin Board B6-47

Opinion, Letters, Architecture B1-5

THE CHRONICLE

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Congress Earmarked a Record \$684-Million for Non-Competitive Projects on Campuses

By COLLEEN CORDES
and JACK GOODMAN

WASHINGTON

In millions

\$700

600

500

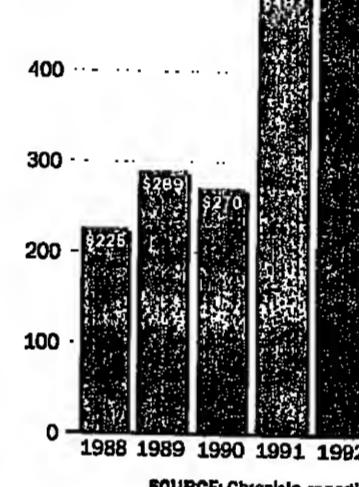
400

300

200

100

0



SOURCE: Chronicle reporting

CHRONICLE CHART BY RALPH DAVIS

Iowa State University, win money directly from Congress.

Mr. Crow says earmarks are inevitable in the absence of an adequate federal technology policy or of any sizable competitive program to renovate research facilities. At the same time, he says, state officials want their colleges to find ways to improve the local economy.

"States look upon themselves almost as countries now," Mr. Crow adds. "They want their state university to be almost a national university, and they turn to Washington for help."

Criticism by Bush

The growth in earmarks is particularly dramatic compared with increases in federal support for science programs that are based on merit reviews.

For example, spending on National Science Foundation programs increased by about 16 per cent, and the National Institutes of Health—which finances more university research than any other federal agency—saw its budget increase by about 8 per cent this year. And although the NSF's budget for facilities and equipment increased by 65 per cent this year, that brought the total to only \$33-million.

President Bush sharply criticized the practice of earmarking in a speech last month and pledged to push Congress to curb the practice and revoke some of the earmarks in this year's budget. But as of last week, it was unclear whether lawmakers would comply. Many are expected

Continued on Page A26

MORE TIME IN THE CLASSROOM

Colleges Face New Pressure to Increase Faculty Productivity

By ROBERT L. JACOBSON

Higher education is under mounting pressure to monitor—and increase—the time that professors spend in the classroom.

Agencies in at least a dozen states are seeking information about the academic "work week," including the number of "contact hours" that faculty members spend with students. The inquiries could lead to one of the decade's toughest challenges for colleges and universities.

Says Stephen M. Jordan, deputy executive director for finance and planning at the Arizona Board of Regents: "There are perceptions out there that the faculty doesn't teach enough, that the faculty spends too much time doing research, that the faculty is overpaid."

The situation is making some academic leaders nervous. At one state university that has been quietly trying to decide how to respond, a top admin-

istrator observes: "This is so delicate. It's a really intricate dance of getting people to do things that aren't necessarily in their immediate self-interest."

Even so, administrators at many public and private institutions, sensing an issue whose time has come, are pushing for discussions on their campuses of how to improve faculty productivity.

An Uphill Struggle

The administrators believe that more full-time faculty members should devote more time and effort to undergraduate instruction. The concern extends beyond attempts at some institutions to give teaching a greater role in tenure and promotion decisions, and goes directly to the question of how many classes professors should teach in exchange for their paychecks.

Campus officials say they face an uphill struggle because of the entrenched power of the faculty in academic affairs,

and because of disciplinary organizations that heavily influence the curriculum and continue to promote scholarship over teaching as the principal route to academic advancement.

Even as they try to engage the faculty on possible changes, many administrators are collecting statistics that might help their institutions better explain what professors do, how those activities vary among disciplines and institutions, and why politicians and the public should be more interested in instructional quality and educational outcomes, rather than simply in a numerical measure of teaching time.

Some institutions, acknowledging that their emphasis on undergraduate instruction may have declined too much, also have begun taking steps to increase the teaching loads of full-time faculty members.

Questions about the adequacy of

Continued on Page A16

George R. LaNoue is director of the Policy Sciences Graduate Program at the University of Maryland-Baltimore County and co-author of *Academics in Court*, University of Michigan Press, 1989.

PRINCIPLES of SOUND RETIREMENT INVESTING



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This Week in The Chronicle

April 15, 1992



FLORIDA SOUTHERN COLLEGE

Frank Lloyd Wright's work at Florida Southern College spanned 20 years, producing a campus plan and six groups of buildings: B4

Research

REVISING THE HISTORY OF THE COLD WAR

Scholars in the United States and the former Soviet bloc are rethinking the decades-long conflict: A7

BUILDING A 'B-FACTORY'

A controversial plan for financing a new subatomic particle collider has divided high-energy physicists: A7

A POSTMODERNIST DEBATE ON ETHNOGRAPHY

Confessions of a scholar who flouted the conventions of anthropological fieldwork. Point of View: A56

THE NARROW VISION OF SOCIAL-POLICY EXPERTS

Specialists give too little thought to building political coalitions and expanding electoral support. Opinion: B1

Historians support 32 scholars seeking nuclear records: A7

Joyce scholars can't wait to see new trove of papers: A7

Researchers report development of 'molecular wires': A8

High levels of chemical linked to eating disorder: A8

'The Last Emperor' said to imply an anti-feminine vision: A8

Willingness to pay for public goods found 'ineffective': A8

79 new scholarly books: A12

Computing

PROBLEMS SEEN FOR EDUCATION NETWORK

The planned National Research and Education Network is expected to disappoint many potential users—at least for a while: A21

Transmission speed aside, people can't seem to agree on NREN's most useful applications: A25

COURT ORDERS RELEASE OF DATA

An Ohio court says a public agency must provide information on tape if that is the form in which it is requested: A23

Experimental graphic included in electronic journal: A21

Students call the 'Byte' hotline: A21

Program monitors computers on a large network: A22

Study of copyrighted material in electronic form: A22

Researchers compare use of print and electronic data: A22

Nine new computer programs; six new optical disks: A23

Personal & Professional Concerns

TOUGH NEW LOOK AT FACULTY PRODUCTIVITY

Higher education faces growing pressure to increase the time that professors spend in the classroom: A1

An academic researcher says that the more college faculty members teach, the less they are paid: A17

AN ACADEMIC RIP VAN WINKLE

Seventeen years after finishing his Ph.D., Edward Brunner—card-carrying member of academe's "Lost Generation"—wins a full-time teaching post: A15

LITERATURE PROFESSOR SUES MIT

She says it failed to stem "a pattern of professional, political, and sexual harassment" against her: A15

HEARING ADDRESSES GENDER GAP

As critics continue to decry discrimination against women in college sports, the NCAA's director insists that it has begun to address the issue: A43

NEW INVESTMENT FUND FROM TIAA-CREF

The pension companies will offer a retirement account focused primarily on foreign and domestic stocks: A15

CAMPUS RECYCLING: MULTIPLE PAYOFFS

At Tulane U., efforts to reduce contributions to the "waste stream" are more than a moral crusade: A5

Crowd fights police after Michigan's loss in Final Four: A4

Administrator fired after transferring money: A4

Chancellor of the City Colleges of Chicago is fired: A4

Five academics win Pulitzer Prizes: A4

College discovers it owns the nation's oldest herbarium: A5

Japanese build lookalike of Oklahoma State landmark: A5

Poli finds low public confidence in college presidents: A15

Harvard law school establishes 'diversity' fellowship: A15

10 new books on higher education: A19

Federal & State Governments

HUGE 'PORK-BARREL' GAINS FOR COLLEGES

Congress's latest annual exercise in earmarking funds for specific campus projects without competitive reviews hit a record of at least \$684-million: A1

A list of most of the projects involving universities that Congress directed federal agencies to support: A31

QUESTIONS ABOUT THE SUPERCOLLIDER

Congressional investigators assert that the SSC is plagued by engineering and management problems: A27

HELPING BLACK GRADUATE STUDENTS

Organizations hope to copy a Florida program hailed as a successful way to educate Ph.D. candidates: A27

A PRESIDENT'S RETIREMENT PACKAGE ASSAILED

The U. of California was criticized for agreeing to give its outgoing president benefits worth nearly \$2.4-million: A28

U.S. publicizes efforts to deny student aid to drug users: A26

College presidents 'sound an alarm' about budget cuts: A26

Maine residents to vote on free tuition for unemployed: A28

Massachusetts is urged to limit academic programs: A28

Kansas seeks to use windfall for university facilities: A28

Pa. offers to help parents save for education: A28

Lawmakers criticize study on supply of scientists: A30

Colleges' graduation rates called not comparable: A30

Director of human-genome project expected to resign: A30

Liberal teachers' group criticizes NEH council nominees: A30

Athletics

AMID THE CHEERS, COACHES GRUMBLE

College coaches from across the country gathered at the Final Four to discuss ways to gain control over the governance of their sport: A43

HEARING ADDRESSES GENDER GAP

As critics continue to decry discrimination against women in college sports, the NCAA's director insists that it has begun to address the issue: A43

Architectures

ECHOES OF JEFFERSON IN A CAMPUS BY WRIGHT

The design of Florida Southern College has a surprising amount in common with the U. of Virginia's: B4

Gazetteer A46

NEW ATHLETICS DIRECTOR FOR MICHIGAN STATE

Merrily Dean Baker's hiring was greeted by cries of racism and a continuing struggle over the program: A43

Reform off to slow start in 2-year-college sports group: A43

Brown U. is accused of bias against female athletes: A44

Vanderbilt's women's basketball program is punished: A44

Finance

RECESSION SLOWS ENDOWMENT GROWTH

A decline in earnings is forcing many universities to rethink how best to invest their money and how much of their earnings to spend: A37

Many college-endowment managers believe the slump in real-estate values is only temporary: A39

U. of Colorado treasurer accused of conflict of interest: A37

A video plea for the United Negro College Fund: A37

Bookstore said to have lost \$2-million in stock market: A40

Foundation grants; gifts and bequests: A40

Students

NEW LOOK AT ACADEMIC ADVISING

Some colleges are realizing that personal guidance can be crucial to an undergraduate's success: A41

Hunter College punishes 10 in grade-fixing scheme: A4

Black students leave Olivet College after brawl: A5

Student ousted from senate over family-housing rule: A41

Regis University offers an educational warranty: A41

International

ADMISSIONS CRISIS IN AUSTRALIA

Universities may have turned away twice the record 30,000 applicants who could not enroll last year: A46

ITALY SEEKS TO IMPROVE RESEARCH

It is giving public universities \$50-million over two years for that purpose, but critics question whether the money is being spent in the right place: A47

RACIAL ATTACKS IN HUNGARY

Racially motivated attacks on foreigners are forcing many students from Africa, Asia, and the Middle East to leave Hungarian universities: A48

American physicists urge cooperation with South Africa: A46

Humboldt U.'s rector steps down after plea is rejected: A46

MARGINALLY**In Brief****Students suspended****In grade-fixing scheme**

Now here's good news (from the Brooklyn College *Excelsior*): SLAMMERS START SEASON UNDEFEATED

And here's terrible news (from The Dartmouth): FACULTY KILLS BIOCHEM MAJOR Campus violence is out of hand.

News item in the student paper at Adrian College, *The College World*: "Thirteen people, five men and seven women, sat around three round tables in the Adrian Tobias room ready to discuss . . . That's 25 beings, in all?"

A memorandum from the CJC Subcommittee on Honors at Indiana University was headed thus: "Subject: CJC Spring Meeting Friday, May 22-Sunday, April 24"

Spring was long in coming. Now will it ever end?

From the minutes of the Committee on Parking Policy at the University of California at San Diego:

"To frame the discussion . . . [the Chair] offered the Task Force goals to keep in mind: . . .

"(3) Establishing a reasonable and viable economic framework. . . . We know just what you mean."

From a letter received by an applicant to the graduate school at Princeton University:

"Unfortunately, the limited number of places open to entering graduate students precludes our offering admission to all well qualified applicants."

They meant qualified, probably.

From the class notes in *Beloit Magazine*, the alumni publication at Beloit College:

"Kenneth and Shelia D—— reside in Beloit; he teaches high school mathematics, and she is an at-risk teacher."

Aren't they all?

Startling fact in a press release from the Office for Substance Abuse Prevention, part of the Public Health Service:

"College students spend approximately \$5.5-billion annually to purchase 450 gallons of alcoholic beverages."

They wuz robbed.

c.o.

Students suspended**In grade-fixing scheme**

NEW YORK—Hunter College officials have expelled one student and suspended nine others over a grade-fixing scheme in which students paid up to \$200 to have their grades changed.

In 1990 the nine students who were suspended paid a student who acted as a middleman and asked an employee in the registrar's office to alter their grades. "Some were from an F to an A, but other students were more humble," Jerry Rosenbach, Hunter's registrar, told *The New York Post*. "Others agreed to go from a D to a C." Hunter is part of the City University of New York system.

The middleman, who was expelled from the university, and several of the students who were suspended were members of the Zeta Beta Tau fraternity. Some of the nine students were suspended for six months, others for a year.

The employee who allegedly altered the students' transcripts has been transferred but has not been disciplined pending the outcome of a city investigation, a spokeswoman for the college said. College administrators began an investigation into the scheme after receiving an anonymous letter.

Academics among those awarded Pulitzer Prizes

NEW YORK—Five academics were among those awarded Pulitzer Prizes last week. They were:

■ Mark E. Neely, Jr., director of the Lincoln Library in Fort Wayne, Ind., for *The Fate of Liberty: Abraham Lincoln and Civil Liberties*.

■ Wayne T. Peterson, a profes-

Basketball game sparks riot in Michigan

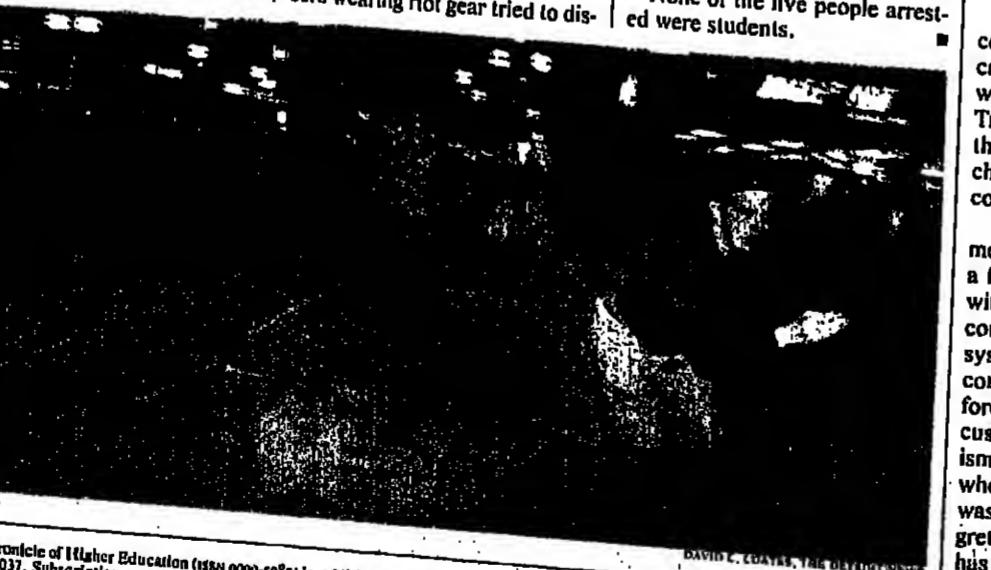
ANN ARBOR, MICH.—The police fought a crowd gathered near the campus of the University of Michigan here after the university's basketball team lost its national championship bid to Duke Uni-

versity. Police officers fired tear gas into the crowd and arrested five people.

Less than an hour after the end of the game, mounted police officers wearing riot gear tried to dis-

perse about 500 people. The police said tear gas was used when intoxicated fans threw bottles and refused to leave the area.

None of the five people arrested were students.

Chicago chancellor**Is fired by trustees**

DAVID E. LEAVITT, THE HERALD-TRIBUNE

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SEAN H. HARVEY, SAN DIEGO UNION-TRIBUNE

Vandals deface art work with swastikas

SAN DIEGO — Vandals painted swastikas on art work that had been drawn by black, Hispanic, Asian-American, and gay students at San Diego State University, prompting a rally by students and faculty members.

The swastikas were scrawled on a portrait of Malcolm X, a

painting of a Mexican flag, a message from an Asian-American group, and a symbol for lesbians—all of which had been placed in recent months on a plywood wall around a building site on the campus. The students had been given permission to paint on the wall. After the rally, students and

others painted over the swastikas. Thomas B. Duy, the university's president, said in a statement that hate messages aimed at minority groups were "repugnant to the campus environment and contrary to the educational mission of the university." The police have no suspects in the incident.

Administrator fired**after transfer of money**

CHENEY, WASH.—The director of the physical plant at Eastern Washington University, John E. Bauknecht, has been fired for the improper use of university money.

James V. Tate, a professor of English at Iowa State University, for the novel *A Thousand Acres*.

■ Daniel Yergin, president of Cambridge Energy Research Associates and a former Harvard University professor, for *The Prize: The Epic Quest for Oil, Money & Power*.

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Chicago chancellor**Is fired by trustees**

CHICAGO—Nevilia Brady, chancellor of the City Colleges of Chicago since 1988, was fired last week by the colleges' Board of Trustees. Ms. Brady (above) was the first black woman to serve as chancellor of the system, which comprises eight institutions.

The board, which voted unanimously to fire Ms. Brady, cited as a factor a breakdown in its talks with the chancellor over a new contract. Earlier this year, the system's faculty had voted "no confidence" in her. A week before she was fired, Ms. Brady accused the board chairman of sexism.

Last week, at the meeting where the board announced she was being fired, she said: "I regret that the Board of Trustees has chosen to terminate me."

DAVID E. LEAVITT, THE HERALD-TRIBUNE

College's herbarium called nation's oldest

WINSTON-SALEM, N.C.—Salem College, a liberal-arts institution for women, has recently discovered that it is home to the nation's oldest herbarium.

A herbarium is a collection of dried and pressed plants. Salem College's dates to the early 19th century, according to Thomas B. Mowbray (below), a professor of biology at Salem and the curator of the collection for the past 15 years.

Mr. Mowbray says a Harvard University professor wrote to him last summer that the new edition

of *Index Herbariorum* lists Salem's herbarium as the country's oldest.

The collection contains about 5,000 specimens and serves as "a teaching collection more than anything else," Mr. Mowbray said. It was begun by Moravian settlers of the region who began drying and preserving plants in the last decades of the 18th century. Some of the earliest specimens apparently were lost.

Black students leave college after brawl

OLIVER, MIAMI.—A majority of the 85 black students at Olivet College left the institution last week because they said they were worried about their safety. Some plan to return, while others say they will enroll elsewhere.

Donal A. Morris, Olivet's president, excused from classes for a week any of the college's 700 students who were concerned about their safety. The action came less than a week after a brawl that involved a total of 70 black and white students in a residence hall and after several weeks of increased racial tensions on the campus. Black students have given a list of demands to the college, which has adopted measures it hopes will improve the campus climate.

Oklahoma State's Old Central—in Japan

OKLAHOMA STATE UNIVERSITY

STILLWATER, OKLA.—A replica of a treasured landmark building on the Oklahoma State University campus here can now be found on the other side of the world.

The building, Old Central, which opened in 1894 and for a time housed the entire institution in its 16 rooms, has been replicated on Oklahoma's new sister campus in Kameoka, Japan.

The mayor of Kameoka came up with the idea of building the lookalike, and a Japanese architect studied the original structure. The old building (above) and the new building (below) have the same exterior, but different floor plans.

The Old Central on the Oklaho-

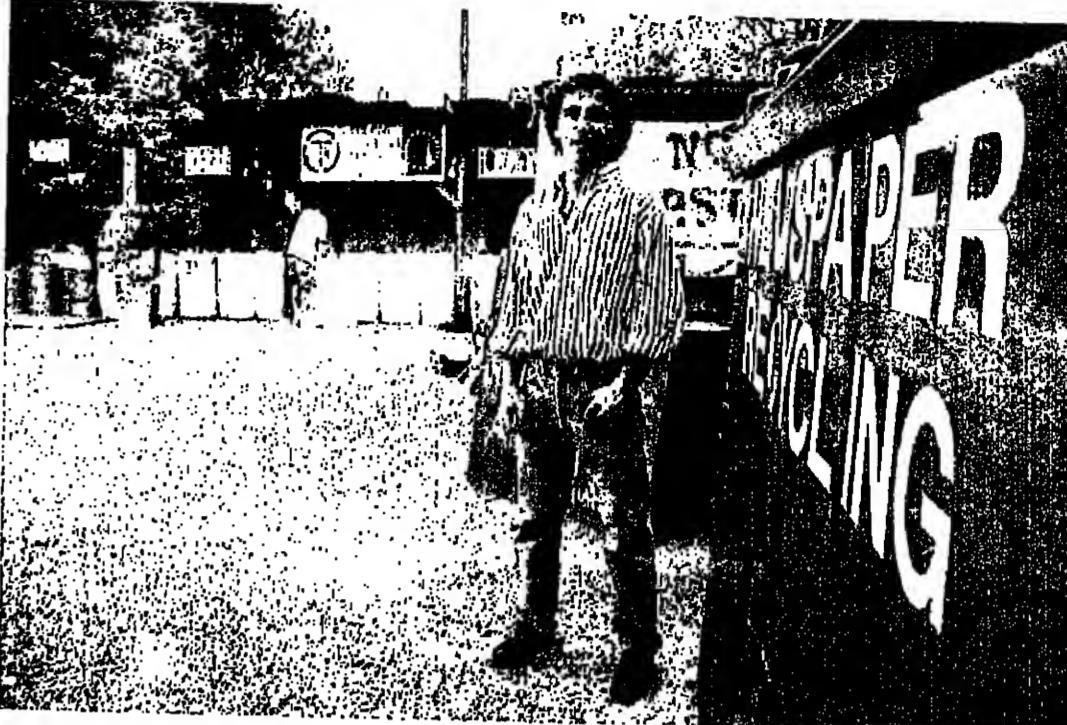
ma campus, which is listed in the National Register of Historic Places, now serves as a museum.

In Japan, it is a library.

DAVID E. LEAVITT, THE HERALD-TRIBUNE



OKLAHOMA STATE UNIVERSITY

PORTRAIT**A Dollars-and-Cents Moral Crusade in Recycling**

JERRY WARD, TULANE UNIVERSITY

Dan Weiner: "That's the good stuff," he says of four boxes of soggy computer paper sitting in the rain. "You're probably looking at \$4 worth of paper right there."

By LAWRENCE BIEMILLER**NEW ORLEANS**

"Water is the enemy," says Dan

Weiner, climbing into a rusting Chevy Custom 30 flatbed that's probably as old as he is. Mr. Weiner, who at 24 is Tulane University's first-ever recycling coordinator, has just finished loading the truck with barrels of glass—clear, green, and brown—that are ready to be sold to the city's glass-recycling facility.

But rain has been falling all morning here at the university's recycling site—a few small sheds at the edge of the campus. The barrels for glass haven't been under cover, and the rainwater they've collected has made them even heavier than usual. Worse is what water does to the corrugated cardboard piled nearby, to the newspaper, and especially to the print-out paper.

"That's the good stuff," Mr. Weiner says, glancing out at four boxes of soggy computer paper as he puts the truck in gear. "You're probably looking at \$4 worth of paper right there."

Roar of Breaking Glass

At the glass-recycling facility, located in a decrepit warehouse, the roar of breaking glass is so loud that Mr. Weiner and the work-study student accompanying him don earplugs.

The Old Central on the Oklahoma campus, which is listed in the National Register of Historic Places, now serves as a museum. In Japan, it is a library.

The man who weighs the glass and dump it onto a conveyor belt wearing "Orleans Parish Prison" T-shirts. Mr. Weiner, a 1991 graduate of Tulane's architecture school, pauses to survey the trash-strewn loading dock and the mountain of tires nearby. "This," he says with a grin, "is sanitation."

But Mr. Weiner comes away with a receipt for 2,000 pounds of glass, for which the city will pay the university \$20. Tulane's recycling effort, although proposed by students who are members of the Green Club, isn't just a moral crusade—it's a dollars-and-cents proposition as well. Tulane pays a "tip-page fee" of \$.60 per cubic yard at the landfill, which works out to

\$120 or \$130 each time one of the university's garbage trucks pulls in.

Mr. Weiner says, "Every bottle, notebook, and box that he keeps out of the 'waste stream' saves on tipping fees, and most of the material can then be sold."

He has put receptacles for aluminum cans on every dormitory hall. He has persuaded reluctant custodians to carry crates of recyclable paper from offices to bins that his work-study students empty regularly. He makes sure that boxes are picked up from food-service sites daily. He and the Green Club are negotiating with the food service and local businesses to give discounts on beverages to students who use their own plastic cups.

Mr. Weiner says his goal is to reduce the waste stream by 25 percent this year. Since June, he says, he has brought in \$9,000 in revenue and kept over 150 tons of recyclable material out of landfills—including thousands of bottles, cans, and newspapers brought to Tulane's recycling site by local residents.

Mr. Weiner has a small crew of work-study students, usually five or six, and a budget of \$25,000. Beyond that, he relies on ingenuity, a ready smile, and a world-class talent for schmoozing—half the people in New Orleans must have his business card by now, and he's probably said "Hey" at least once to everyone else.

A 10-Foot-Tall Baler

For instance: Mr. Weiner talked the manager of the local Coca-Cola plant into giving him empty plastic syrup barrels, which make good receptacles for glass and cans. When Mr. Weiner noticed that the plant had an unused compacting-and-balancing machine, he talked the manager into giving him that as well.

A big university truck carried the 10-foot-tall baler across town—very slowly—and Mr. Weiner rode astride the machine, using a piece of wood to lift telephone wires over it. He then drew the plans for a new concrete pad at the recycling site

to the Custom 30 one stair at a time.

Still, Mr. Weiner is optimistic about recycling's future here. Sitting back with a smile after a shrimp po' boy at Domilise's, a favorite local sandwich shop, he describes the "First Annual Corrugated Cardboard Drive," which he organized when last fall's freshmen arrived. "It was a huge success, in terms of cubic yards kept out of the landfill," he says.

"Next year we're going to keep some of the newer boxes, and then at the end of the year we'll trade 'em back to students for their used notebooks. The point is, we've got to make students more aware."

RESEARCH NOTES

- Researchers at 3 universities report development of 'molecular wires'
- Scientists link high levels of chemical vasopressin to bulimia nervosa
- Bertolucci film 'The Last Emperor' is said to imply an anti-feminine vision
- People's willingness to pay for public goods is found relatively 'inelastic'

"Molecular wires"—chains of linked molecules that can conduct energy—may be used to make new kinds of miniature devices, scientists say.

At last week's meeting of the American Chemical Society, researchers at Purdue University, the University of Texas at Austin, and the University of Michigan all reported that they had developed molecular wires.

The scientists suggested that the wires could be used to make miniature computer memories and tiny "biosensors" that could monitor the levels of chemicals in the human body. Such sensors could, for example, keep track of blood-sugar levels for diabetics. The small size of the sensors would make them less apt to cause infections than larger devices, the researchers said.

Adam Heller, a professor of chemical engineering at Texas, and his colleagues have already linked the molecular wires to biosensors that are composed of layers of enzymes and that are one-fifth the diameter of a human hair.

While the molecular wires developed at Texas conduct electrons, as standard wires would, a University of Michigan researcher has created a polymer molecule that conducts energy particles called excitons. Polymer molecules are made up of identical repeating units, or monomers.

Raoul Kopelman, a professor of chemistry at Michigan, said he and his colleagues had used polymers to create molecular wires that are one-tenth the thickness of the thinnest metal wire.

The Michigan researchers used lasers to stimulate exciton activity at one end of the polymer wires, and then detected the exciton activity at the other end of the wires with light-sensitive chemicals.

—DAVID L. WHEELER

Scientists say they have identified a chemical that is found in abnormally high levels in the brains of women with bulimia nervosa, an eating disorder that affects from 2 to 5 percent of adolescent and young women.

In a paper scheduled to be published in the June issue of the *Journal of Clinical Endocrinology and Metabolism*, Mark A. Demitrack, an assistant professor of psychiatry at the University of Michigan, and colleagues at the National Institute of Mental Health, report finding high levels of the chemical vasopressin in the cerebrospinal fluid of bulimic patients.

In their study, the scientists examined the cerebrospinal fluid, which bathes nerve cells in the brain, of 24 female patients with



In a scene from 'The Last Emperor,' Pu Yi reviews Chinese troops in the Forbidden City. The film casts the Forbidden City as a metaphor of femininity, two scholars argue.

bulimia and 11 healthy female volunteers. On average, they say, the fluid from the bulimic patients contained abnormally high levels of vasopressin.

The same group of researchers found in earlier studies that excessive levels of vasopressin were also present in patients with two other related disorders—anorexia nervosa and obsessive-compulsive disorder.

The scientists say vasopressin is normally released by the body in response to physical or emotional stress, but that some people may produce excess amounts of the chemical, putting them at higher risk for developing those disorders.

—KIM A. MCDONALD

The utopian vision of Bernardo Bertolucci's film "The Last Emperor" implies the exaltation of the feminine from the new and improved society, say two film scholars at the Hebrew University of Jerusalem.

Mr. Bertolucci's 1987 film is based on the true story of Pu Yi, the last emperor of China, who was born in 1906 and reigned only from 1908 to 1912, but continued to live in the cloistered confines of Beijing's Forbidden City until 1924. In the current (winter) issue of *Cinema Journal*, Yosefa Lositzky and Ray Meyuhas argue that the stylistic structure of *The Last Emperor* leads to the "symbolic annihilation of women" in the film.

On a literal level, all the significant female characters eventually disappear from the narrative. Pu Yi's mother is destroyed through opium addiction and suicide. His first wife suffers opium addiction, commits infanticide, and eventually political scientist.

Research has shown that small increases in the price of such consumer products as television sets or automobiles sharply reduce the proportion of people willing to buy them—a phenomenon

—B.K.C.

Scholar Scholarship

Scholars Rethink Causes, Progress of the Cold War

Continued From Previous Page

meeting said, historians in the former Soviet Union have rethought their view of the cold war once.

"The last five years have brought a new period of revision in cold-war history," said Vlad M. Zubok, a senior researcher at the Russian Academy of Sciences.

Soviet scholars traditionally blamed the United States for the cold war, Mr. Zubok said, but with the easing of restrictions on domestic dissent in 1988, as of "revisionist" scholarship began to blame the Soviet Union.

"That wave has petered out and is now being replaced by a revisionism that is not so simple," he said.

For one thing, he explained, evidence suggests that U.S. policy makers often misperceived Soviet intentions and missed opportunities to end the cold war.

Importance of Internal Factors

For example, "the failure of West to engage Soviet leaders after the death of Stalin might have prolonged the cold war," Mr. Zubok said, adding: "The new leaders needed more direct personal contact with Western leaders, I think, that could have made a lot of difference."

Mr. Zubok said internal factors within the Soviet Union had also fueled the cold war. In some recent histories, former Soviet officials have revealed that Stalin came close to cooperating with the United States on the Marshall Plan, announced in 1947, to spur European recovery after World War II.

"Rejection of the Marshall Plan was a moment of the moment," he said. "Domestic issues, and Stalin's campaign to promote national pride, were crucial."

Mr. Zubok said Germany also loomed large in the cold war. For example, Soviet officials chose to suppress the Hungarian revolution not because they were interested in Hungary, but because "the domino effect would cause them to lose Poland and could lead to a unified Germany."

"That was intolerable," Mr. Zubok said.

Europe's 'Two Hostile Blocs'

Historians in the former Soviet bloc in Eastern Europe are also beginning to look anew at the cold war.

Scholars in Eastern Europe are conducting research on "whether or not there were alternatives to the onerous course of organizing Europe into two hostile blocs," said Geza Mezei, an associate professor of history at Budapest University.

They have found evidence, Mr. Mezei said, that after World War II, Western powers were initially willing to accept Soviet strategic might in Eastern Europe in exchange for Stalin's promise to allow free elections in the region.

However, he added, the increasing tendency of Soviet officials to

back coalition governments dominated by hard-line Communists led them to back away from free elections. That, and the United States's growing fear of the influence of those governments on Germany, helped foil the "open-sphere concept."

The death of Stalin and the rebuilding of a strong Germany in the 1950s, Mr. Mezei said, "created an opportunity for the early termination of the cold war, before blocs entrenched themselves."

He added that U.S. officials botched an opportunity to resolve the Hungarian crisis in 1956 by giving themselves wrong alternatives—doing nothing versus all-out war." And in 1958 Hungarian Communists feared the loss of their own power and, according to recently available documents, twice turned down Soviet offers to withdraw from their country.

"Who liberated Eastern Europe

from Communism?" Mr. Mezei asked. "The essential condition was change within the Soviet Union, and the lack of Soviet political will to support puppets."

The complex interplay of Chinese, U.S., and Soviet relations also played a key role in some of the turning points of the cold war, said He Di, assistant director of the Institute of American Studies at the Chinese Academy of Social Sciences.

"Studies of the cold war in China are very new—dating back about 13 years to the end of the Cultural Revolution," Mr. He said.

New research in the last decade suggests that, after coming to power in the late 1940s, "the Chinese Communist Party wanted to keep flexibility in dealing with the United States, but gave that up under pressure from the Soviet Union," he said.

"There is evidence in China that Mao Ze-dong was critical of Stalin for not treating other Communist nations equally, but that later on events in Hungary and Poland scared him into thinking the socialist camp needed to be united to face the Western threat."

Chance to End Korean War

New materials also reveal that, in 1950, in the early stages of the Korean War, "there was a chance when war might have ended," Mr. He said. At that point, Chinese military commanders wanted to accept a U.S. proposal to stop the war, but Chinese political leaders overruled them, he said.

U.S. scholars at the meeting here said they also were rethinking the history of the cold war—often raising some of the same themes as their colleagues abroad.

Gar Alperovitz, an economist at the National Center for Economic Alternatives in Washington, who has written on the history of cold-war diplomacy, stressed "the

chance interaction of scientific technology and political-economic developments on the form and content of the cold war."

"Without the development of the atomic bomb, what we know of as the cold war would hardly likely have occurred," he said.

Germany's Rearmament a Key

For example, Mr. Alperovitz said, the bomb was central to U.S. relations with Germany in the post-war world. Although U.S. policy makers feared rearming their former enemy, the U.S. monopoly on nuclear technology lulled them into accepting rearmament.

"Rearmament of Germany was a major turning point in the cold war. American leaders knew it would be seen as a threat to the Soviet Union,

who would have to clamp down in Eastern Europe," Mr. Alperovitz said.

Melvyn Leffler, professor of history at the University of Virginia, focused on the way changes in the international system, and in the relationship among nations, fueled cold-war rivalry.

At the end of World War II, he said, officials in both the United States and the Soviet Union feared that Germany and Japan might tilt toward the other side, and so pursued the cold war more aggressively than they might have done.

"Uncertainty over the future alignment of Germany and Japan played a key role in cold-war escalation," he said.

Similarly, both the United States and the Soviet Union saw opportu-

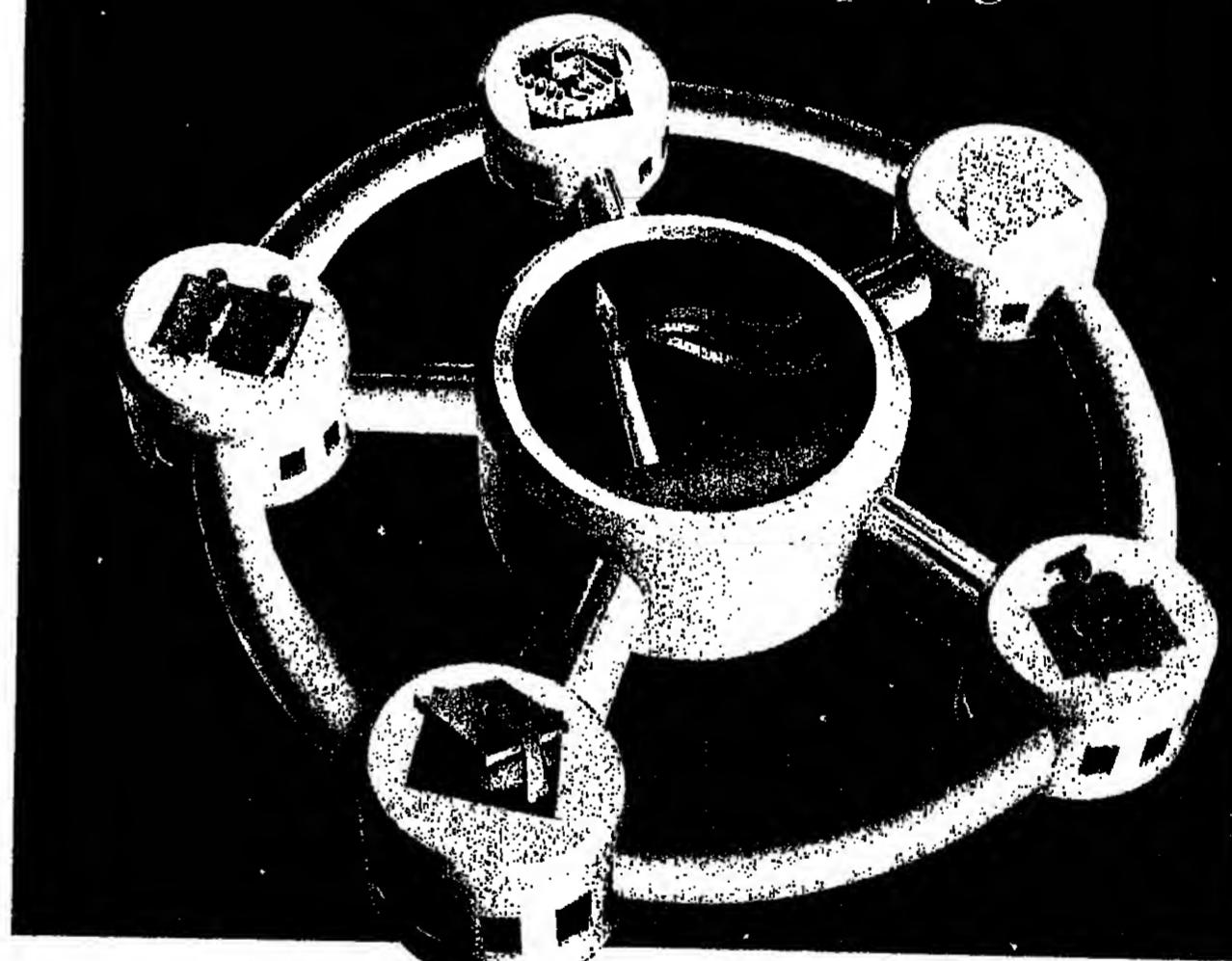
nities to consolidate their own power in the fluid dynamics of the post-war world. "The U.S. felt it had overwhelming economic and strategic power," Mr. Leffler said. "The question was whether it would have the will to use that power."

"The Soviets thought perhaps Japan and Germany could be co-opted into their orbit with Soviet markets," he added.

"We have seen 1945 as a watershed when the U.S. stepped forward to assume power," Mr. May said. "Now, with the end of the cold war, we have to go further back, and look at long-term trends that shaped modern history."

He adds: "In a period of transition, we have to grope outside our recent past."

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Controversial Proposal for Financing Collider Divides Physicists

Continued From Page A7

the department's decision will be watched closely by the directors of research institutions, many of whom have been unable to obtain approval for new federally financed projects because of budget constraints.

Despite the controversy his proposal has created, no one thinks Mr. Richter is trying to evade the peer-review system, as have many of the "pork-barrel" scientific projects that are included annually in federal budgets by lawmakers.

"HEPAP has favorably reviewed the science, so it's not a question of whether it's been peer-reviewed or not," said Paul E. Sweet, director of governmental relations for the University of California. "There has been a fairly assiduous notion that peer review had to be adhered to."

Instead, the debate is over whether the Department of Energy should change its position on the n-factory because of a proposal to finance its construction within a laboratory's own operating budget.

The University of California's

"Since neither agency is able to consider funding of a B-factory in the near-term, it is not useful to us to conduct a technical review" of the proposals.

Lawrence Berkeley Laboratory and Lawrence Livermore National Laboratory have joined Mr. Richter in his effort, which would involve upgrading an electron collider at the Stanford center, called the Positron Electron Project, that the Berkeley laboratory helped to construct 12 years ago.

Two years ago, HEPAP recommended in a report to the Energy Department "a vigorous research and development effort to develop a design" for a n-factory, but said it could not advocate moving forward with construction unless the agency's budget for high-energy physics was increased.

This year, concerns over the sharply rising construction and operating costs of future scientific facilities, such as the \$8.25-billion Superconducting Supercollider, a giant proton collider being built near Dallas, forced Energy Department officials to argue against any proposals to start new facilities.

'Bleak Outlook' for Budgets

In a January letter to Mr. Richter and Karl Berkeman, director of Cornell University's laboratory of nuclear studies, who had submitted a competing proposal to the National Science Foundation to construct a n-factory, Energy Department and nsf officials said the "bleak outlook" for budgets at both agencies left little opportunity for the support of a n-factory by either agency for many years.

"Since neither agency is able to consider funding of a n-factory in the near-term," the letter added, "it is not useful to us to conduct a technical review" of the two pro-

posals. The letter was signed by William Happer, director of the Energy Department's Office of Energy Research, and David A. Sanchez, assistant director for mathematical and physical sciences at the science foundation.

Plan to Shift Funds

Mr. Richter said the letter had sparked "long discussions" at his institution about the Stanford center's future and eventually led to his proposal, which he presented in late February to a subpanel of HEPAP charged with recommending future priorities for high-energy physics. The subpanel, chaired by Michael S. Witherell, a professor

of physics at the University of California at Santa Barbara, is scheduled to make its recommendations this week.

Mr. Richter explained that his plan was specifically to divert about one-quarter of his center's annual budget of \$140-million from fiscal years 1994 to 1998 to build a second subatomic-particle collider inside the tunnel that now houses the Positron Electron Project. That would be accomplished by operating Stanford's linear accelerator for only six months of the year, beginning in the fall of 1993, a move that would significantly reduce the center's program of experiments.

In addition to shifting funds from

the center's operating budget, Mr. Richter said he expected to obtain about \$25-million in contributions from other countries to help pay for the construction of a particle detector for the n-factory. He said he had received "strong expressions of interest from several groups in Europe and Canada" to contribute if the project were approved.

Mr. Richter said he believed sacrifices in his center's experimental program were justified for two reasons: the importance of the n-factory in understanding one of the major unsolved problems in the Standard Model, the leading theory about how the fundamental matter and forces of the universe

are connected, and the need to maintain the scientific validity of the Stanford center.

"If I look toward the end of the decade, I see that we don't have anything on the frontier of physics," he said. "You need something to keep the pot boiling."

Matter and Antimatter

The n-factory would do this by providing a tool for the study of mesons, a subatomic particle whose radioactive decay is used to hold the answer to the question of why the universe is composed of matter instead of antimatter.

Antimatter—particles such as positrons, a positively charged electron, that have all of the same characteristics of matter, be created in the high-energy

Scholarship

sions in accelerators. But because matter and antimatter annihilate one another when they meet, antimatter doesn't exist naturally in the universe. Physicists think large amounts of antimatter and matter spewed forth during the universe's creation in the fireball of energy they call the "big bang." But once they finished annihilating one another, only matter was left.

"Why was that?" said Brian T. Meadows, a professor of physics at the University of Cincinnati and program director for elementary particles at the science foundation. Russian physicists had proposed such a facility, he said, but have abandoned their plans because of the collapse of the country's economic system. European scientists are concentrating their resources on two other accelerator projects, he added, and Japanese researchers don't expect a decision

Russian Plans Abandoned

No other country is building a collider that would accomplish the goals of the n-factory, Mr. Richter said. Russian physicists had proposed such a facility, he said, but have abandoned their plans because of greater scrutiny by Energy Department officials and generate a debate about the use of a laboratory's operating fund.

"It's a very risky strategy," he said, "and this is not slac's money, it's the taxpayer's."

But so far, he added, Energy De-

partment officials have responded favorably to the idea.

"The Department of Energy's reaction, I think, is quite favorable," Mr. Richter said. "I think they regard us as taking a very responsible course."

Lawmakers Like the Idea

So do many lawmakers. Several members of the California delegation, in fact, are circulating a letter to persuade colleagues on the House Appropriations Committee to support the idea.

"It's a very constructive, realistic proposal," said Rep. George E. Brown, Jr., a California Democrat who chairs the House Committee on Science, Space, and Technology. "I haven't seen very many

proposals to find a new initiative and to take it out of the hide of their existing program, and Burton Richter has done that."

Mr. Richter noted that his proposal isn't unique. In the 1970's, he said, he built another electron collider at Stanford, called SPEAR, by shifting the equivalent of \$25-million from other programs. That project, which produced major discoveries in physics, eventually led to his Nobel Prize.

Some scientists complain that if Mr. Richter succeeds in winning approval from both HEPAP and the Energy Department for his latest \$200-million project, Cornell's proposal for a similar n-factory will be left out of the running.

"HEPAP is deciding where the n-factory is going to be without looking at two proposals, one of which is \$100-million cheaper," said Mr. Sanchez of the science foundation. "If you are a taxpayer, you ought to be really angry about that."

David G. Cassel, a professor of physics and acting director of Cornell's Laboratory of Nuclear Studies, said his university had proposed to the science foundation to build a n-factory for \$116-million by making modifications to an ex-

"If I look toward the end of the decade, I see that we don't have anything on the frontier of physics. You need something to keep the pot boiling."

isting facility, the Cornell Electron Storage Ring.

That facility—which now produces the densest particle beam of any electron accelerator in the world—is being upgraded by the science foundation under a \$10-million program that, Mr. Cassel estimates, will bring the density of the electron beam, a characteristic physicists call "luminosity," to within a fraction of that needed for a n-factory.

Mr. Cassel said that unlike the Stanford center, which has an annual budget of \$140-million, his laboratory could not finance construction of a n-factory from its \$15-million-a-year operating budget. But he refused to make any other comparisons between the two n-factory proposals.

"We have had a great deal of experience producing high luminosity," he noted. "I think we have a very good track record."

Weighing Other Proposals

Robert M. Simon, principal deputy director of DOE's Office of Energy Research, said his agency planned to consider Cornell's proposal and consult with nsf officials before making any decisions on Mr. Richter's plan.

"We don't intend to march off unilaterally without talking to nsf," he said.

Mr. Simon said that while the HEPAP recommendations would undoubtedly be very influential in the department's decision, the agency would also have to weigh the n-factory against many other proposals for new facilities outside of high-energy physics.

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NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

After Nature: English Kinship in the Late Twentieth Century, by Marilyn Strathern (Cambridge University Press; 256 pages; \$34.95 hardcover, \$17.95 paperback). Discusses English concepts of kinship in the wider contemporary cultural context of changing social values and new reproductive technologies.
The Vietnamese Experience in America, by Paul D. Ratié (Indiana University Press; 162 pages; \$29.95 hardcover, \$10.95 paperback). Examines the settlement work of such film makers as Jean-René Déhér, Oumarou Ganda, and Paul Soumanou Vieyra.

ARCHAEOLOGY

The Eagle and the Spade: Archaeology in Rome During the Napoleonic Era, 1803-1814, by Gerald T. Ridley (Cambridge University Press; 352 pages; \$79.50). Uses previously unpublished French archaeological excavations and restorations during Napoleon's occupation.

ART

A Pot of Paint: Aesthetics on Trial in Whistler v. Ruskin, by Linda Merrill (Smithsonian Institution Press; \$48 pages; \$33). Considers the aesthetic ideals at stake in the American painter Whistler's celebrated libel suit against the English critic Ruskin for writing, in regard to an 1877 exhibition, that Whistler "had put a pot of paint in the public's face." True to Representation? Van Gogh and Naturalist Literature, by Judy Sun (Cambridge University Press; 300 pages; \$35). Draws links between the Dutch painter's ideas of modernism and his interest in the naturalist novels of Zola, Maupassant, the Dauphin, and the Goncourt brothers.

BUSINESS

Business Performance in the Retail Sector: The Experience of the John Lewis Partnership, by Keith Bradley and Simon Taylor (Oxford University Press; 208 pages; \$59). Analyzes the commercial success of a British retailer that has been to democratic principles since 1929.

CLASSICAL STUDIES

Poetry and Civil War in Livius's "Bellum Civile", by Jamie Masters (Cambridge University Press; 288 pages; \$59.95). Argues that the Roman writer uses the metaphor of civil war as both subject matter for his poem and as metaphoric basis for the war tells its story.

Veneratio Fortunatus: A Poem in Latin (Oxford University Press; 248 pages; \$69). Discusses the life, work, and historical times of the sixth-century poet whose patrons included the Frankish monarchs Queen Radegunda and King Clodobert I.

COMMUNICATIONS

Big World, Small Screen: The Role of Television in American Society, by Aletha C. Huston and others (University of Nebraska Press; 196 pages; \$25). Focuses on the children, the elderly, women, members of the ethnic and sexual minority groups, and the institutionalized.

CRIMINOLOGY

Why Kids Kill Parents: Child Abuse and Adolescent Homicide, by Kathleen M. Heide (Ohio State University Press; 198 pages; \$26.95). Identifies five factors that set the stage for adolescents to commit homicide; draws on case studies and data from the Federal Bureau of Investigation.

CULTURAL STUDIES

Articulating the Elephant Man: Joseph Merrick and His Interpreters, by Peter W. Graham and Fritz H. Oehlschläger (Johns Hopkins University Press; 208 pages; \$24.95). Explores medical, biographical, cinematic, theatrical, and cultural representations of the Victorian Englishman whose gross deformities made him known as the "Elephant Man"; argues that such accounts reveal more about their authors than their subject.

ECONOMICS

Growth Through Competition, Competition (University of Michigan Press; 200 pages; \$35).

French Socialism and Sexual Difference: Women and the New Society, 1803-1848, by Susan K. Orogian (St. Martin's Press; 259 pages; \$45). Explores concepts of sexual difference in the socialist theories of Charles Fourier, Flora Tristan, and adherents of the Saint-Simonian movement.

Hallie: A Study in British Imperialism, 1872-1889, by John W. Cell (Cambridge University Press; 320 pages; \$47.95). A biography of the colonial administrator William Malleson Hallie who, as adviser to five viceroys in India, helped shape British policy toward Gandhi and interpretation and meaning in Japanese culture.

Regulating Big Business: Antitrust in Great Britain and America, 1880-1990, by Tom F. R. Ratzlaff (Cambridge University Press; 404 pages; \$59.95). Compares government regulation of big business in the two countries.

FILM STUDIES

African Cinema: Politics and Culture, 1950-1990, by Manjula Dikwara (Indiana University Press; 191 pages; \$29.95 hardcover, \$10.95 paperback). Discusses African film production, distribution, and reception; includes discussion of the work of such film makers as Jean-René Déhér, Oumarou Ganda, and Paul Soumanou Vieyra.

GEOGRAPHY

Health in Rural North America: The Geography of Health Care Services and Delivery, by Walter M. Gieser and David C. Ricketts (Rutgers University Press; 314 pages; \$17 hardcover, \$17 paperback). Traces the development of American health institutions from the colonial period to the present; includes discussion of the work of such film makers as Jean-René Déhér, Oumarou Ganda, and Paul Soumanou Vieyra.

HISTORY

The Advocates of Peace in Antebellum America, by Valarie H. Ziegler (Indiana University Press; 256 pages; \$35). Traces the intellectual and political development of two 19th-century peace groups—the moderate American Peace Society and the more radical New England Non-Resistant Society.

The Pillars of Priesthood Shaken: The Church of England and Its Enemies, 1860-1870, by J. A. J. Champion (Cambridge University Press; 320 pages; \$59.95). Documents the "civil theology" espoused by John Toland, Anthony Ashley Cooper, and other critics of the established church.

LINGUISTICS

First Verbs: A Case Study of Early Grammatical Development, by Michael Tomasello (Cambridge University Press; 275 pages; \$24.95). Focuses on verb acquisition in a study of one child's language development in her second year of life.

LITERATURE

Alex Posey: Creek Poet, Journalist, and Humorist, by Daniel P. Littlefield, Jr. (University of North Carolina Press; 190 pages; \$39.95). A biography of the Creek Indian writer and nationalist leader who lived from 1873 to 1908.

The Art of Loving: Female Subjectivity and Male Discursive Traditions in Shakespeare's Tragedies, by Evelyn Gabowitsch (University of Delaware Press; 180 pages; \$59.95 hardcover, \$17.95 paperback). Contains original essays on the key issues and events of the 19th Revolution.

Through Solidarity: Women in South African Industry, 1900-1980, by Iris Berger (University of Delaware Press; 160 pages; \$29.95). Focuses on Antonia and Cleopatra, Othello, and Romeo and Juliet in a study of Shakespeare's female protagonists' dual status as subjects and objects on stage.

Antonia Macneeb, Spender The Thirties Poetry, by Michael O'Neill and Gareth St. Martin (Press; 264 pages; \$39.95). Argues that the three English poets' writings in the 1930's express a conflict between the concept of poetry as an autonomous art and as an anti-modernist desire to communicate.

Brawl Ridiculous: Swordfighting in Shakespeare's Plays, by Charles Ebdon (Manchester University Press; distributed by St. Martin's Press; 224 pages; \$60). Describes how Shakespeare's battles and duels might have been fought by his own company, and argues that the use of stage combat was an important means of reinforcing the poetic and dramatic significance of his plays.

Civil Society: Renaissance and Modernity, by K. D. W. Tomlinson (Oxford University Press; 320 pages; \$125). A study of styles and trends in anatomical illustrations over more than 700 years.

HISTORY OF MEDICINE

The Fabric of the Body: European Traditions of Anatomy, by K. D. Roberts and J. D. W. Tomlinson (Oxford University Press; 320 pages; \$125). A study of trade relations between England and merchants of the German Medical League.

The Farther Frontiers: Six Case Studies of Latin America and Africa, 1848-1936, by Lydie A. Meyer (Susquehanna University Press; 272 pages; \$39.50). Focuses on empirical studies of 19th-century American orator and statesman, who served Massachusetts as a Congressman, Senator, and Governor, and was a president of Harvard University, and was a personal Secretary of State.

England and the German Empire, 1857-1914: A Study of Their Trade and Commerce, by T. H. Lloyd (Cambridge University Press; 416 pages; \$79.95). A study of trade relations between England and merchants of the German Medical League.

The First Day at Gettysburg: Essays on Confederacy and Union Leadership, edited by Gary W. Gallagher (Kennesaw State University Press; 404 pages; \$24 hardcover, \$14 paperback). Includes original essays on military leadership at Gettysburg on July 1, 1863, the first day of the three-day Civil War battle.

French Socialism and Sexual Difference: Women and the New Society, 1803-1848, by Susan K. Orogian (St. Martin's Press; 259 pages; \$45). Explores concepts of sexual difference in the socialist theories of Charles Fourier, Flora Tristan, and adherents of the Saint-Simonian movement.

LABOR STUDIES

Beyond Employment: The Work and the Man (University of Delaware Press; 200 pages; \$49.95 hardcover, \$16.95 paperback). Traces the rational subject as represented in the writings of Durkheim, Veblen, Pollock, Hobbes, and in the Don Juan model. Contributions by J. A. Parker (Oxford University Press; 226 pages; \$79). Edited by Herbert Rosengarten (Oxford University Press; 574 pages; \$165). Scholarly edition of Bronte's second novel, based on a collation of the last surviving manuscript and the first two editions, which were published within months of each other in 1864.

Willie Wordsworth: Intensity and Achievement, by Thomas Medwin (Oxford University Press; 192 pages; \$35). Identifies "Intensity" as the secret of Wordsworth's power as a poet, and

Addresses of Publishers

Cambridge U. Press, 40 West 20th Street, New York 10011-5812, 1980-1990, by John W. Cell (Cambridge University Press; 320 pages; \$47.95). A biography of the colonial administrator William Malleson Hallie who, as adviser to five viceroys in India, helped shape British policy toward Gandhi and interpretation and meaning in Japanese culture.

Fairleigh Dickinson U. Press, Associated University Presses, 461 Park Avenue, New York 10022, 1980-1990, by Rudolf E. Heine (Temple University Press; 213 pages; \$39.95 hardcover, \$19.95 paperback). Argues that the Latino population's status in the United States is largely one of formal but marginalized inclusion; includes comparative discussions of the three largest Latino populations—Cubans, Mexicans, and Puerto Ricans.

Indiana U. Press, 601 North Morton Streets, Bloomington, Ind. 47401, 1980-1990, by John Hopkins U. Press, 701 West 40th Street, Suite 275, Baltimore, Md. 21211, 1980-1990, by Kent State University Press, P.O. Box 5190, Kent, Ohio 44242-5190, 1980-1990, by Ohio State U. Press, 180 Prospect Hill, 1070 Carmack Road, Columbus, Ohio 43210, 1980-1990, by Oxford U. Press, 200 Madison Avenue, New York 10016, 1980-1990, by Pennsylvania State U. Press, 1820 North University Drive, Suite C, University Park, Pa. 16802, 1980-1990, by Rutgers U. Press, 109 Church Street, New Brunswick, N.J. 08901, 1980-1990, by Smithonian Institution Press, 175 Fifth Avenue, New York 10010, 1980-1990, by Syracuse University Press, 470 L'Enfant Plaza, Washington 20004, 1980-1990, by Temple U. Press, Broad and Oxford Streets, Philadelphia 19122, 1980-1990, by U. of Delaware Press, Associated University Presses, 440 Park Avenue, New York 10016, 1980-1990, by U. of Nebraska Press, 901 North 17th Street, Lincoln, Neb. 68502, 1980-1990, by

Scholarship

describes the ways in which he assumed a prophetic stance.

MATHEMATICS

Decimation Theory of Delay Differential Equations: With Applications, by I. Gyori and G. Ladas (Oxford University Press; 213 pages; \$49.95). Explores Renaissance approaches to interpretation in the legal arena; includes comparative discussion of legal thought in the medieval era.

MUSIC

Dance and the Music of J. S. Bach, by Meredith Little and Natalie Jenne (Indiana University Press; 176 pages; \$39.95). Describes the French court-dance practices of the 17th century and the courts and cities that Bach frequented, and discusses his composition of stylized dance music and music based on dance rhythms.

PHILOSOPHY

Autonomy and Rights: The Moral Foundations of Liberalism, by Horacio Spector (Oxford University Press; 208 pages; \$49.95). Develops a defense of the liberal belief in the existence of a body of rights that constrain government action.

RELIGION

John as Storyteller: Narrative Criticism and the Fourth Gospel, by Mark W. G. Stibbe (Indiana University Press; 204 pages; \$49.95). A literary-critical study of the fourth gospel.

SOCIOLOGY

Class, Community, and Collective Action: Social Change in Two British Contexts, 1890-1928, by David Rattner (Oxford University Press; 312 pages; \$67).

THEATRE

Advocates, by David Hurnick (Oxford University Press; 320 pages; \$47). A cross-national study of the principles, practices, and morality of the advocates in different societies, legal systems,

HUMAN RIGHTS

In States of Emergency, by James Diaz (Indiana University Press; 162 pages; \$67).

INTERNATIONAL LAW

Autonomy and Rights: The Moral Foundations of Liberalism, by Horacio Spector (Oxford University Press; 208 pages; \$49.95). Develops a defense of the liberal belief in the existence of a body of rights that constrain government action.

PHYSICS

Explorations in Feminist Ethics: Theory and Practice, edited by Eve Browning Cole and Susan Conroy-McCabe (Indiana University Press; 224 pages; \$34 hardcover, \$12.95 paperback). Includes the French court-dance practices of the 17th century and the courts and cities that Bach frequented, and discusses his composition of stylized dance music and music based on dance rhythms.

POLITICAL SCIENCE

Women Transforming Politics: Worldwide Strategies for Empowerment, edited by Richard M. Sydow (Indiana University Press; 304 pages; \$72). Analyzes the collective response to strike actions in English and Welsh mining communities; of Hucknall and Nyasbwil; focuses on reactions to a nine-month lockout in 1926.

WOMEN'S STUDIES

Women Transforming Politics: Worldwide Strategies for Empowerment, edited by Richard M. Sydow (Indiana University Press; 304 pages; \$72). Analyzes the collective response to strike actions in English and Welsh mining communities; of Hucknall and Nyasbwil; focuses on reactions to a nine-month lockout in 1926.

POLITICAL SCIENCE

The Foundations of American Citizenship: Liberalism, the Constitution, and Civic Virtue, by Richard C. Simpoli (Oxford University Press; 256 pages; \$29.95). A study of African philosophical, political, and literary writings on African identity.

PRINCIPLES

Women Transforming Politics: Worldwide Strategies for Empowerment, edited by Richard M. Sydow (Indiana University Press; 304 pages; \$72). Analyzes the collective response to strike actions in English and Welsh mining communities; of Hucknall and Nyasbwil; focuses on reactions to a nine-month lockout in 1926.

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Public confidence in college presidents rose slightly this year but is still down significantly from 1990, a survey by the pollster Louis Harris shows.

In 1992, only 25 per cent of Americans surveyed randomly said they had "a great deal of confidence" in people running universities. That figure was 21 per cent in 1991, down from 35 per cent in 1990. By comparison, 61 per cent of those surveyed in 1966 had such confidence in those running universities.

Mr. Harris, president of L. H. Research Inc., presented the figures at this month's annual meeting of the American Association for Higher Education. The theme of the conference was "Reclaiming the Public Trust."

In one session, Mr. Harris accused higher-education officials of having "ducked" public criticism. Another panelist—Mel Elfin, executive editor of U.S. News & World Report's survey called "America's Best Colleges"—told the audience that the erosion of public confidence was much more than a public-relations problem. He cited Congressional inquiries into scientific misconduct, a Justice Department investigation of college-tuition and financial-aid policies, and "tuition over \$20,000" as real problems that higher education must address.

Higher-education leaders, meanwhile, aren't the only ones suffering from a loss of confidence. Results of the 1992 Harris Poll found that only 10 per cent of those surveyed had a great deal of confidence in Congressional leaders. For law firms, the figure was 11 per cent; for the press, 13 per cent; and for the White House, 16 per cent.

Harvard University Law School—still facing criticism for the lack of any tenured minority women on its faculty—has established a fellowship to "enhance diversity in legal teaching."

Robert C. Clark, dean of the law school, announced the creation of the Charles Hamilton Houston Fellowship this month. Named after a black lawyer and educator, the fellowship will cover the cost of tuition and will award recipients a stipend of at least \$25,000 per academic year. Applications are now being accepted for 1992-93.

Meanwhile, nine students held a 24-hour sit-in in the hallway outside Mr. Clark's office last week to protest the lack of diversity on the law-school faculty. Derrick Bell, a black law professor at Harvard, has been on an unpaid leave of absence since 1990, saying he won't return until the law school hires a tenured "woman of color."

Of the 64 faculty members now at the law school, six are black men, five are white women, and the rest are white men. Three tenure-track appointments have been made so far for 1992-93—two of them are white women and one a white man.

A HAPPY ENDING

A 'Lost Generation' Scholar of American Poetry Ends His Long Odyssey for a Place in Academe

By SCOTT HELLER

Seventeen years and hundreds of failed job applications after finishing his Ph.D., Edward Brunner got a full-time teaching post this year.

He teaches modern American poetry at Southern Illinois University at Carbondale. Because he had already published two books, he was appointed as an associate professor and may apply for tenure early.

The odd jobs, the years working as a railroad dispatcher, a payroll clerk, and a county auditor, are behind him now. Reading poetry during his coffee breaks is a thing of the past. He is a scholar and teacher, full time. "Suddenly, all the work I'd been doing in the corners of my life is my life," he said.

Mr. Brunner, who is 46 years old, was a card-carrying member of academe's "lost generation," the humanities scholars who got degrees in the 1960's and early 1970's and never found steady academic work. Since finishing his doctorate at the University of Iowa in 1974, he had steadily tried to get an academic job, with no success (*The Chronicle*, May 23, 1990).

His fortunes changed in fall 1990, when he spotted a teaching opening in 20th-century literature in the Modern Language

Continued on Page A19

MIT Professor Accuses Colleagues of 'Professional Harassment'

CAMBRIDGE, MASS.

A professor of literature has sued the Massachusetts Institute of Technology for failing to stem "a pattern of professional, political, and sexual harassment" against her.

The lawsuit comes after months of turmoil involving faculty members in the literature section of MIT's School of Humanities and Social Sciences. Literature is one

of several sections in the school's humanities department.

Cynthia G. Wolff, who holds an endowed chair in humanities at MIT, claims that she has been subjected to "an unrelenting campaign of verbal abuse and isolation" by some of her colleagues in literature. They did so, she alleges, because they opposed her more traditional approach to scholarship and because she

complained to the administration that personnel decisions in the section were "being dominated by political views and sexual preferences." She also contends they retaliated against her because she opposed the promotions of certain professors.

Several literature professors strongly denied the allegations but acknowledged that the section had faced unusual difficulties in recent years.

In 1991 a special committee was formed to examine whether the section's handling of a tenure case was fair and to consider its hiring and promotion practices.

Then last fall, Mark Wrighton, provost at the institute, suspended the literature section's right to make personnel decisions, according to the lawsuit and interviews with several faculty members. Since then, members of the section said they had been trying to resolve their differences.

Called a 'Traditional Liberal'

Mrs. Wolff's allegations, made in a suit filed last week in Middlesex County Superior Court, include the following:

■ That her colleagues verbally abused her and excluded her from programs partly because she did not fall in step with their more radical ideological views. Ms. Wolff, who considers herself a feminist, is described by some of her colleagues in the section as a "traditional liberal." Far from being excluded, they say, she is a powerful member of the faculty.

■ That she tried repeatedly to teach in the women's-studies program at MIT but was excluded in retaliation for having cast a negative vote in the 1981 tenure-review case of Ruth Perry. Ms. Perry was then a junior faculty member but is now a professor of literature and is director of women's studies at MIT this academic year. (The

Continued on Page A18

TIAA-CREF to Offer a New Retirement Fund Pegged to Investments in Foreign Securities

NEW YORK

Higher education's largest pension companies plan to offer a new investment fund for retirement savings called the Global Equities Account.

The new account, which will be opened in July, will offer a "diversified portfolio consisting primarily of foreign and domestic common stocks," the College Retirement Equities Fund announced in a statement this week.

Company officials expect that at least 50 per cent of the account's assets will be in foreign securities, 25 per cent in domestic securities, and the rest in a mix that will vary at any given time.

Fourth Since 1988

The Global Equities Account is the fourth new investment fund that CREF has introduced since 1988. In the 1980's, TIAA-CREF came under heavy criticism from some college officials and individual participants who complained that the companies offered limited investment options.

CREF's stock account, its oldest fund, manages assets of \$44 billion. About 14 per cent of that is invested in foreign markets.

Before TIAA-CREF participants can invest in the new account, their college and university employers must agree to make it available as part of their campus retirement plans.

—DENISE K. MAONER

New Inquiries on Teaching Loads Pose Tough Challenge for Colleges

Continued From Page A1

teaching loads have long been part of the give and take between politicians and colleges. But this time the inquiries are being augmented by the nation's protracted economic problems and the continuing search for ways to limit the costs of higher education.

It Isn't Going to Go Away'

In the opinion of some academic leaders, most professors have yet to appreciate the seriousness with which legislators and policy makers are looking at faculty productivity.

"This is a subject that isn't going to go away," says Robert Zemsky,

director of the Institute for Research on Higher Education at the University of Pennsylvania and head of the Pew Higher Education Research Program.

Patrick M. Callan, a former vice-president of the Education Commission of the States, who has been studying higher-education policy issues in California, agrees. Citing broader concerns about productivity in the United States, he says: "Higher education is not going to be exempt from the economic, technological, and demographic pressures that are causing every type of institution we have to reconsider how to organize itself to get the job done."

Elsewhere, a legislative specialist for a state system of higher education says that while campus administrators "seem to understand what's afoot here, faculty members seem to be in denial."

Contention at Temple U.

"They seem to think it's just a blip on the graph, and that somehow we'll get back to where we were," this analyst adds. "But administrators say, 'Not so; the times have changed.'"

At one institution where the issue has been joined, Temple University, the head of the faculty union accuses administrators of "unilaterally re-interpreting" a 1990

collective-bargaining agreement by reducing the "release time" from teaching that faculty members can get for undertaking externally financed research and other non-instructional responsibilities.

"They're pondering to the state legislature," says Arthur Hochner, president of the Temple Association of University Professionals. He accuses university officials of an "unprecedented" violation of contractual understandings about teaching loads. State legislators, he adds, "don't understand what faculty do. They think 12 hours is not a heavy load."

Julia A. Eriksen, the university's acting provost, rejects Mr. Hochner's criticisms and says the faculty has responded positively to his proposal that, at a time of tight budgets, "one of the things we may have to understand collectively is we have to teach more."

"We have very clear data we moved away from teaching, particularly from undergraduate teaching," Ms. Eriksen says. "Faculty have fewer contact with undergraduates now than they did five or six years ago. We're really trying to do an move incrementally back" to earlier standard.

No National Data

Across the country, there is widespread though largely undocumented perception that average teaching loads have declined in recent years. But while national data that might confirm such a trend, not yet exist, officials at many institutions agree that other pressures on faculty members, principally for more research and publication, have eaten into the teaching side of their typical work week.

In some states where recent budget cuts have been severe, faculty representatives say layoffs

Personal & Professional

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development of an "unholy alliance" between "faculty who want to keep the teaching load down and conservative legislators who want to cut back on access" to higher education.

Internal Solution Preferred

Academic institutions will be far better off, he says, if efforts to increase student-contact hours come from within as a result of negotiations between administrators and faculty members.

"I'd hate to see it come out of legislation," Mr. Mingle says.

Mr. Zemsky estimates that a "critical cure" of up to 15 per cent of the faculty at many major institutions is "ready to engage in conversation" about productivity and teaching loads.

Some higher-education officials in the states are trying to capture the workload issue as their own before the legislative process gets too far along.

At the Arizona Board of Regents, Mr. Jordan says the questioning of faculty productivity means that higher education's political friends are "telling us we need to be responsive" to public concerns about access and cost. He says academic leaders should want to tackle those concerns head-on.

If colleges and universities want to hold on to their "piece of the pie," he adds, they need to be "forthright" about what faculty members do.

A lack of comprehensive or comparable data on how faculty members spend their time is being

Continued on Following Page

Edward Ranford, state auditor of North Carolina: Professors' estimates of how much they work "should be viewed cautiously."

courses, meaning as little as six hours of teaching a week.

Anticipating a growing interest in the subject, Mr. Mingle's association is about to send its members in all states a comprehensive questionnaire about faculty workloads.

The survey will explore teaching-load standards, which kinds of faculty members teach courses at

different levels, the use of part-time instructors, faculty time devoted to research, faculty salaries, "reward structures" and faculty income from outside consulting.

The survey also will seek to determine which states have or are considering policies, standards, or legislation on those subjects.

Mr. Mingle says he fears the de-

Professors Who Teach More Are Paid Less, Study Finds

WASHINGTON
An academic researcher says he has found clear evidence that the more college faculty members teach, the less they are paid.

Preliminary findings from the study, which he says is the first of its kind, were reported at an Education Department seminar here by James S. Fairweather, senior research associate at the Center for the Study of Higher Education at Pennsylvania State University and associate professor of higher education at the university.

Mr. Fairweather said his analysis supported the widespread belief that an "institutional drift" was occurring in higher education as professors at various types of colleges and universities increasingly sought to emulate the research focus characteristic of faculties at leading doctoral institutions.

The full federal survey is scheduled to be repeated in the 1992-93 academic year. It should yield comprehensive statistics on how faculty responsibilities, workloads, and compensation have changed in the last five years.

Other comparative information about teaching and research is expected early in 1993 from the Higher Education Research Institute at the University of California at Los Angeles. The institute is getting ready to repeat a major national survey of faculty characteristics that it made in 1989-90 and reported last spring.

Continued on Following Page

now for possible connections between teaching time and compensation.

He said the data covered a full range of four-year institutions, including research universities, other doctoral institutions, comprehensive institutions that concentrate on undergraduate education, liberal-arts colleges, and other four-year institutions,

"The more hours in class per week, the lower the pay. The greater the time spent on research, the higher the compensation."

On the whole, he said, his analysis supported the widespread belief that an "institutional drift" was occurring in higher education as professors at various types of colleges and universities increasingly sought to emulate the research focus characteristic of faculties at leading doctoral institutions.

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primarily medical and engineering schools.

The researcher, who was actively involved in the larger study, said his more recent analysis documented "the domination of research and scholarship" in determining how much faculty members are paid in each institutional category.

"In most cases, teaching productivity is neutral" as a factor in compensation, Mr. Fairweather explained, and is "simply not rewarded." That leaves research and scholarship as the key to higher pay, he said.

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—ROBERT L. JACOBSON

New Inquiries on Teaching Loads Pose Tough Challenge for Colleges

Continued From Preceding Page
seized upon by officials in some states as a major point of contention with academic institutions.

In North Carolina, State Auditor Edward Renfrow recently released a report on faculty workloads in the state-university system. The report says an effort to determine "the total amount of time faculty members spent 'on the job' . . . was complicated by the fact that, except for actual scheduled classroom hours, professors are not required to and do not generally maintain any formal documentation accounting for the time worked."

A section about faculty members' outside employment indicates

that the auditor's biggest concern is a lack of "formal, ongoing monitoring" of faculty activities by deans and department heads.

Some of the language used by Mr. Renfrow, who is seeking the Democratic nomination for Lieutenant Governor of North Carolina, may suggest why some people in higher education are nervous about political interest in workload issues.

Tendency to Overestimate

"In both our own survey and other published reports on this topic, professors generally report spending 45 to 50 hours per week at their jobs," Mr. Renfrow writes,

continuing: "Such estimates, we believe, should be viewed cautiously. Aside from the obvious bias and tendency to overestimate, we noted most respondents included activities many non-university employees would not consider as part of a normal 'job-related' function, especially when conducted outside the usual workplace. Examples include reading professional magazines; consulting with colleagues; attending university-sponsored social, cultural, or athletic events; traveling (including commuting); 'thinking'; and engaging in secondary employment."

Meanwhile, Pennsylvania's Mr. Zemsky is preparing to address

productivity issues in a forthcoming issue of the Pew program's newsletter, *Policy Perspectives*. He says the publication will examine a suggestion by Henry Rosovsky, university professor and former dean of the faculty of arts and sciences at Harvard University, that many institutions—Harvard included—may need to renegotiate the "social contract" by which faculty members are expected to give priority to teaching and other institutional responsibilities over outside activities.

"Higher education has done a very poor job in explaining itself," Mr. Rosovsky says. "I think we need to explain ourselves to the public, to the political sector, which we have really not tried to do."

what we should expect of ourselves and our colleagues." It added: "If the status quo continues entirely without reform, the institution that creates and guarantees our freedom and independence may lose the ability to do so."

Elaborating in an interview, Mr. Rosovsky remarks: "There are more and more demands by constituencies for greater efficiency, for rules, for supervision. I know, I'm trying to keep Chasen bay, I want us to be independent and set our own standards."

Chicago was close enough for Mr. Brunner to sneak away. Later, he visited the Carbondale campus, and discussed his research with faculty members and students. The university made an offer, and Mr. Brunner made the move.

He is something of an academic Rip Van Winkle, waking up in a new scholarly world. But he has been an active scholar all along. Since finishing graduate school, he has published several journal articles and books on the poets Hart Crane and W. S. Merwin.

MLA Book Award in 1986

He wrote much of the Crane book while working for the Rock Island Railroad. The book won a 1986 MLA award for best scholarly work by an independent researcher.

Mr. Brunner has had to catch up with recent literary theories and the new interest in multiculturalism. He teaches Indian captivity narratives in an American literature survey course, and said he noticed that more scholars are interested in Melville's Civil War poetry than he remembers from his days in graduate school. Gone, he

said, are the poetry of Sidney Lanier and the journal writings of John Woolman.

The professor believes that Southern Illinois hired him when so many other universities didn't because the campus attracts students who have been away from higher education for a while. "Everyone is sort of used to people whose careers have been interrupted," he said.

We Thought We Were Lucky

The long stretches on his résumé without academic employment didn't hurt, said Richard F. Peterson, chairman of the English department. "We thought we were lucky that someone so articulate and who had done so much scholarship was available," Mr. Peterson said. Mr. Brunner is one of nine professors hired by the department this year to replace faculty members who retired, left, or died.

Mr. Brunner has begun work on a third book, about the academic poetry of the 1950's, work that now receives less attention than that of the Beat poets. Next year, Mr. Brunner will teach his first graduate course—the poets John Berryman, Robert Lowell, and Elizabeth Bishop.

"I wouldn't have thought it would have worked out quite so nicely," he said.

"It's a happy ending in Ed's case," Mr. Peterson added. "I just worry about all the others."

MIT Is Accused of Failing to End Harassment Pattern

Continued From Page A15
director's post is rotated among faculty members.)

■ That the MIT administration failed to "remedy the malicious atmosphere."

Mr. Wrighton, the provost, declined to comment. Campus officials do not publicly discuss personnel matters or pending litigation, said Kenneth D. Campbell, spokesman for the institute.

Some MIT professors in literature said they were shocked at news that Ms. Wolff had sued.

Ms. Perry called the lawsuit "absolutely out of the blue." She said

"There was a breakdown of civility that the Institute has been well aware of, but has failed to remedy."

she had not sought to exclude Ms. Wolff from women's studies. "The women's-studies program is run as a collective," she said. "No one person has authority in it. Cynthia Wolff has never submitted a course proposal."

'Preposterous' Action

David M. Halperin, a professor of literature who is among those criticized in the suit, said he would withhold comment until he saw the lawsuit, but added: "The whole thing seems preposterous."

Ms. Wolff decided to elaborate on the suit and referred questions to her lawyer, Stephen H. Oleskey.

Mr. Oleskey said Ms. Wolff had been treated as even more of an outcast after she became a "whistle blower" in alerting the administration to what she viewed as problems in personnel decisions made by the literature faculty.

"There was a breakdown of civility that the institute has been well aware of, but has failed to remedy," Mr. Oleskey said.

Ms. Wolff is seeking an unspecified amount of compensatory damages and a declaration that her contractual rights were violated.

DENISE K. MAGNER

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Beating the College Blues: A Student's Guide to Coping with the Enforced Tops and Bottoms of College Life, by Paul A. Grayson and Philip W. McLean (Facets on File, 460 Park Avenue South, New York 10016; 231 pages; \$19.95). Topics discussed in question-and-answer format, include changing family relationships, test anxiety and study habits, eating disorders, alcohol and drug use, and sexuality, sex roles, and rape.

A Cultural Analysis of Study Patterns in a Liberal Arts College, by Marilou Durst and E. Marilyn Schaeffer (Edwin Mellen Press, Box 450, Lewiston, N.Y. 14092; 127 pages; \$49.95 pre-paid).

A study of student culture at Saint Leo College. Effectiveness Communication for Academic Chinas, edited by Mark Hickson, III, and Don W. Stacks (State University of New York Press, State University Plaza, Albany, N.Y. 12246; 231 pages; \$44.50 hardcover, \$14.95 paperback, plus \$3 for shipping). Contains essays on such topics as managing grievances, departmental assessment, motivating faculty members, external public relations, and communicating with administrative peers.

The Historical Development of the University System of Georgia, 1832-1857, by Cameron Finch (Institute of Higher Education, University of Georgia, Athens, Ga. 30602; 188 pages; \$26 pre-paid, plus checks payable to *The University System of Georgia*).

Management Ratios #8 for Colleges and Universities, by John Minter (National Data Service for Higher Education, 2400 Central Avenue, Suite B-2, Boulder, Colo. 80301; 416 pages; \$125, plus \$10 for shipping). Presents data for financial-ratio comparisons among 2,000 U.S. institutions.

Peterson's 1992 College Money Handbook, (Peterson's Guides, Department 2300, P.O. Box 2123, Princeton, N.J. 08543; 569 pages; \$19.95, plus \$3 for shipping). Presents profiles of educational programs at 250 institutions and organizations, including colleges and universities.

A 'Lost Generation' Scholar Ends Long Odyssey for Place in Academe

Continued From Page A15
Association's job listings. He interviewed at the annual meeting in Chicago that December.

Only once before was Mr. Brunner invited to interviews at the MLA conference. That year, he couldn't get the time off from his Iowa City auditor's job to go.

Chicago was close enough for Mr. Brunner to sneak away. Later, he visited the Carbondale campus, and discussed his research with faculty members and students. The university made an offer, and Mr. Brunner made the move.

He is something of an academic Rip Van Winkle, waking up in a new scholarly world. But he has been an active scholar all along.

Since finishing graduate school, he has published several journal articles and books on the poets Hart Crane and W. S. Merwin.

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He wrote much of the Crane book while working for the Rock Island Railroad. The book won a 1986 MLA award for best scholarly work by an independent researcher.

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Virginia Polytechnic Institute and State University has included an experimental graphic in a new electronic version of a print journal for teacher educators.

The electronic edition of the publication, *The Journal of Technology Education*, includes articles in ASCII, the standard format for on-line journals published on Bitnet and Internet. A single illustration is available in a separate "Postscript" file.

On-line journals with illustrations are still rare, largely because the technology to transmit graphics in digital form is not well developed. "It seemed appropriate to try out a high-tech distribution system with a journal on technology education," says Mark Sanders, an associate professor of vocational and technical education and the journal's editor.

Mr. Sanders says the free electronic journal, published by the university's Scholarly Communications Project, will not be a threat to the print version, which is available by paid subscription. The print journal has "a better appearance," he says.

When Susquehanna University students run into problems with their computers, they can call the "Byte" hotline.

The hotline, which operates from 8 a.m. until midnight, is run by students who belong to the Computer Consultants Project. The students live in the same residence hall, so someone is always available to answer the phone.

The hotline receives about 25 calls a week, says Rick Keller, an information-systems major and the project's manager. "The hotline was developed to give students a convenient way to get help without having to run all over campus," he says.

The project also finds tutors for students who need extra help in learning how to use computers and offers computing workshops for middle-school students.

McGraw-Hill's College Division is making selected interviews from the MacNeil/Lehrer NewsHour available to academics on three videotapes.

The demonstration tapes include economists and politicians analyzing the Bill of Rights, the fall of Communism in Eastern Europe, and current economic trends in the United States. The videotapes include explanatory text and are accompanied by printed instructional manuals.

The videotapes were created to introduce academics to a new program called "Quarterly Reports" that McGraw-Hill will start next fall. The three demonstration tapes are free. An annual subscription to the hour-long quarterly reports will be \$200.

For more information and a sample tape, contact Scott Hardy, McGraw-Hill Inc., 501 West Trails, Grayslake, Ill. 60030; (708) 223-2506.

Concern Over Fragmentation

The high-speed network will enable scientists to work with supercomputers from distant locations and allow the high-quality transmission of moving pictures and virtually instantaneous transmission of an entire book, for example.

Supporters will have to solve many technical, organizational, and policy problems before the network can perform as adver-

Information Technology



Kenneth M. King, president of EDUCOM: "When you ask where is the locus of strong federal leadership in the current management scheme, it is nowhere to be seen."

Debates on Access, Expense, and Management Rage Over Development of High-Speed Computer Network

By DAVID L. WILSON

Scholars, scientists, schoolteachers, and business leaders have high hopes for the National Research and Education Network—the super-fast highway for transmitting data that is now being developed. But some people are likely to be disappointed, at least in the short term.

Would-be users will need political backing from Congress and the Bush Administration, which so far have linked the program to problems faced by scholars in the hard sciences, giving short shrift to needs of other users. Users will also need technical support from experts and money to install hardware and get connected to the network.

In the coming years, tight budgets—both within government and at institutions—will pit some users against others, and will mean that some users will be connected before others.

Questions about who will be able to use the NREN are just one set of problems facing a broad coalition of supporters as they grapple with ways to bring the NREN up to speed. The project, which is still largely in the design stages, is expected to cost the federal government \$1-billion over the next five years.

Concern Over Fragmentation

The most difficult problem to overcome, however, may be the fact that everybody wants access to the NREN. No one is sure exactly how much the NREN will cost users. But there are two types of costs involved: those for wiring places that currently have no networking capabilities, and those for actually using the network.

In both cases, broad access would probably be expensive, and someone would have to foot the bill.

"Given an infinite number of dollars, we

could do everything all at the same time, but we don't have infinite resources," says Laura Breeden, executive director of FARNET, a non-profit association of organizations interested in the use of networks in education and research. "Some choices will have to be made."

Too Many Demands?

Thomas A. Egan, executive director of the Center for the Study of Connectivity and Data Bases at West Chester University, says, "The conflict that's arising is too many demands on too limited resources."

Still, Mr. Egan has high hopes for the network. "The audience I want to work with is a person who looks at this as a new definition of a library," he says. "We want to move graphics, video, things that take up a lot of space on the network." He also wants to make sure that schoolchildren, from kindergarten through high school, will have access to the NREN.

He admits that his goals are unlikely to be achieved in tough economic times. "I'm afraid that in a situation like this, new endeavors will be left out."

Many people agree with him. "Unfortunately," says David J. Binko, director of academic computing at the Johns Hopkins University, "the quantitative sciences are going to have an easier time justifying their need for this than the humanities or the non-quantitative sciences."

Hard sciences have an advantage in part because the legislation authorizing financial support from the government for development of the NREN was aimed at solving important scientific problems. Those

Continued on Page A24

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Information Technology

Frustrations Seen for Eventual Users of U.S. Network
Continued From Page A21
"Grand Challenges" were deemed by Congress to be critical to the nation.

Beyond the financial issues are organizational ones. Responsibility for implementing the NREN is divided among the nine federal agencies, led by the National Science Foundation. Financial support for major portions of the program comes from industry and higher education.

Agencies Look to Constituents
Many of the agencies involved in developing the NREN are more interested in solving questions than in building a network, says Kenneth M. King, president of EDUCOM, a consortium of more than 600 colleges and 100 corporations with interests in computer technology. The agencies are putting resources into items that may largely benefit only people associated with those agencies, he says.

For example, the Department of Energy might install a high-speed connection for two of its researchers in different areas of the United States. Under certain conditions, that connection might not be accessible to those outside the agency.

"In some sense the game of building the NREN is to try and co-opt the agencies into both fulfilling their requirements and making the maximum possible investment in the common infrastructure," Mr. King says.

Getting nine federal agencies actively involved in developing the NREN assured political and financial support for the network, but it has created another problem. Critics say it is difficult to influence the development process because there is little coordination among the agencies.

Mr. King is also chairman of the Federal Network Council Advisory Committee, which theoretically has a role in the network's development. He agrees with the critics. "When you ask where is the locus of strong federal leadership in the current management scheme, it is nowhere to be seen," Mr. King says.

"From the perspective of the agencies, there is no management problem," he says. "From the perspective of the higher-education and business communities, which are investing \$30 in this development for every dollar the federal government is putting in, there is a problem in that we have little influence over management."

New Management Planned
The Bush Administration is aware of those problems and will soon set up a new management entity, says Bruce W. McConnell, acting chief of the information-policy branch at the White House Office of Management and Budget. "We're going to make it more coordinated than it is now, and there will be some sort of central point of contact at least to be able to talk about where the program is going rather than having to talk to each

agency," says Mr. McConnell, who made his comments after he gave a speech on networking last month.

Another critical issue that has caused much debate is the operation of the NREN after federal support ends. Eventually, network operations will be taken over by a private company or companies. Some fear that less wealthy institutions could be priced out of the network when that happens.

"There will come a time when the government will seek to transfer ownership, operation, funding, or pieces of those, to the private sector," says Mr. McConnell. "The key issue is not will we privatize, but when, and how do we get there."

Operations Called Amateurish
Judith H. Franklin, director of information technology at the University of Minnesota's Carlson School of Management, says, "Some of us keep hoping that the government will support this thing forever, and we won't really have to deal with corporate environment."

But William H. Graves, associate provost for information technology at the University of North Carolina at Chapel Hill, says that most people are resigned to the idea that the government will eventually stop running the network. Others say they look forward to that time, arguing that many currently those performed by colleges and universities, are amateurish and unreliable.

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Government & Politics

'Pork-Barrel' Funds for Colleges Exceed Last Year's by 39%

Continued From Page A1
to fight hard for projects in their states and communities.

"Before You Use, Consider What You Can Lose!" is the slogan the Bush Administration is using to publicize its efforts to deny student aid to drug users. A 1988 anti-drug law permitted judges to deny federal benefits to people convicted of using or selling drugs. The Justice Department is now attempting to make judges aware of their powers to cut off Pell Grants, student loans, and other benefits to those convicted.

The department says the effort will affect colleges because many students receive federal aid and "more than half of all college students have experimented with illegal drugs." Those who have been convicted can have their benefits denied for one to ten years, depending on the crime.

The Rhode Island Governor's Justice Commission, which was given a federal grant to inform that state's judiciary about the administration's effort, reports that judges there have denied benefits to 330 people convicted of drug offenses since February 1991. Jerry M. Haifield, a consultant to the commission, says few college students have lost benefits because small-time drug users often are sentenced to probation, which is not considered a conviction under Rhode Island law.

Critics contend that denying aid to convicted students is unwise because forcing them to leave college will not help them turn their lives around. But supporters, like Mr. Haifield, say nothing precludes students from asking the judge to let them stay in college or from seeking to have their benefits reinstated at a later date.

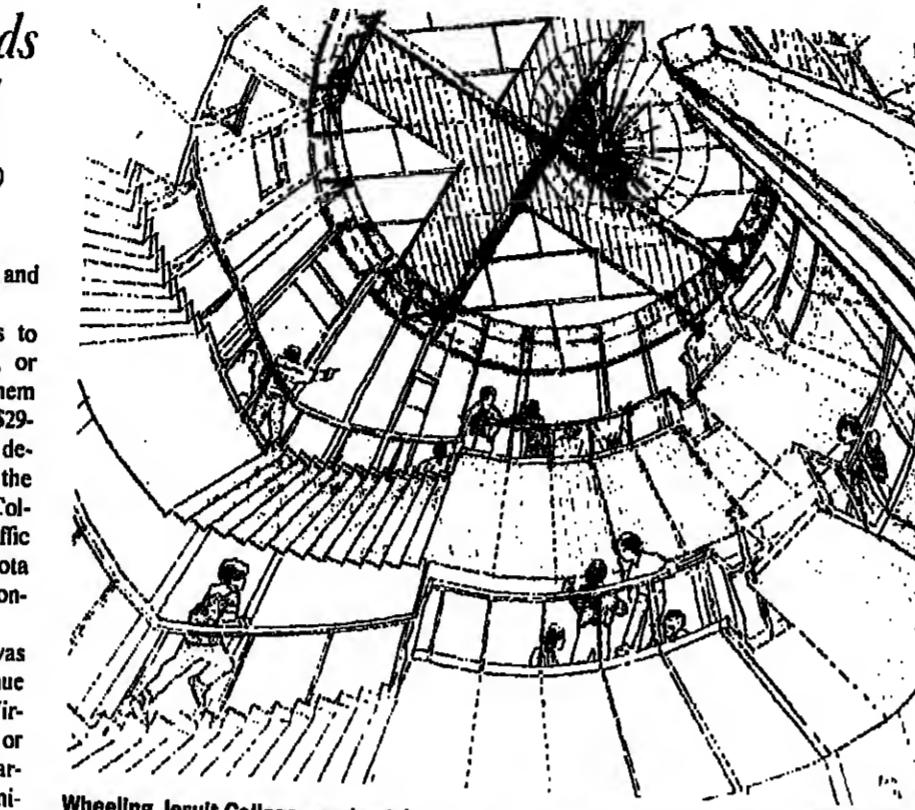
Sixteen college presidents assembled in Washington last week to "sound an alarm" about the financial crisis in public higher education.

"We've been through budget squeezes before, but it's different this time," said one of the presidents, Lattie F. Coor of Arizona State University. He called it "a fundamental shift in public policy as it relates to funding universities."

At a press conference, the presidents described the impact of state budget cuts at their institutions and, in the words of the Ohio State University's Gordon Gee, declared it was time "to reorder our priorities."

The University of Maryland System lost 20 per cent of its state financing in the past 20 months, said its president, Donald M. Langenberg. Students pay 11.5 per cent more in tuition for larger classes and shorter library hours, he said.

Several presidents said higher education had faced deeper cuts than other state-financed operations. Frederick S. Humphries, president of Florida A&M University, warned that the cuts could lead to "educational disenfranchisement" for minority students who depend heavily on student aid. "State legislators are not demonstrating leadership," he said.



Wheeling Jesuit College received \$6-million from NASA for the "classroom of the future." The building's tower (above) will have a satellite dish on its roof.

■ Seven of the top ten states receiving earmarks are also among the top ten recipients of all federal spending on research and development at universities, according to the latest data of the National Science Foundation. They are California, New York, Massachusetts, Pennsylvania, Texas, Maryland, and Michigan, in that order.

The overlap between institutions receiving the largest amounts of federal research funds and those receiving the largest amounts of earmarks is significant because advocates of earmarks argue that Congress uses the projects to redistribute federal dollars to states that are treated unfairly by the peer-review process.

Most of the projects to which Congress directed money involve construction of new facilities or actual research projects, but others are efforts to provide training or transfer new knowledge to industry.

■ The top five states, which accounted for 35 per cent of the total, were West Virginia, Massachusetts, Pennsylvania, Louisiana, and Michigan, in that order.

■ Those five, plus California, the District of Columbia, New York, Maryland, and Texas accounted for 52 per cent of the total.

Other small institutions are banding together to win earmarks, often for projects that take advantage of Congressional interest in turning research findings into new products or new ways of making products more quickly.

The Massachusetts Biotechnology Research Institute, for example, consists of five Massachusetts institutions—Worcester State College, Worcester Polytechnic Institute, the College of the Holy Cross, and Clark and Tufts Universities—as well as two research institutions, and is located in Worcester.

The institute tries to turn the results of biotechnology research to commercial applications at existing corporations in the region, and to help new companies start up. Rep. Joseph Early, a Massachusetts Democrat, has taken a strong interest in the institute and that interest—combined with Mr. Early's seat on the House Appropriations Committee—helped it win more than \$2-million in Congressional earmarks.

Details of the national effort are still being worked out. The SREA is working with two other regional education groups, the

University officials seeking earmarks

Continued on Page A1

Studies Assert the Supercollider Is Plagued by Management and Engineering Problems

By KIM A. McDONALD

WASHINGTON

Two Congressional investigations have uncovered evidence that the Superconducting Supercollider, which the Department of Energy says is being built on schedule and under budget, is plagued by engineering and management problems that could significantly increase the project's \$8.25-billion cost.

And other lawmakers also accused

Energy Department officials of hiding information about management problems and potential cost overruns.

"Documents have been withheld, information shared sparingly, and there have been attempts to stop our oversight activities," said Rep. Sherwood L. Boehlert, Republican of New York. "Never have so many done so much to avoid the scrutiny of so few."

Energy Department officials denied that any overruns had occurred, noting that increases over the projected budget estimates in some parts of the project were being absorbed by savings in other parts.

"The fact is there never was a cost overrun, there isn't now a cost overrun, and we don't expect there to be a cost overrun," said Joseph R. Cipriano, the supercollider's project manager.

Mr. Cipriano also denied that any effort had been made to hide information about management problems and potential cost overruns, despite letters produced by Congressional investigators in which agency officials expressed concerns to one another about those two areas.

In a letter written on January 24 to Roy F. Schwitters, director of the SSC Laboratory in Dallas, W. Henson Moore, then-Deputy Secretary of Energy, charged that "overrun problems are continuing and may even be getting worse. I am extremely upset at this news and USA's response. As far as I am concerned, drastic measures may have to be taken to address this problem, because it must not continue and the actions taken thus far appear to me to be woefully inadequate." A similar letter to



Rep. Sherwood L. Boehlert: "Documents have been withheld, information shared sparingly, and there have been attempts to stop our oversight activities."

Mr. Schwitters was sent last December by Mr. Cipriano.

Agency officials said the concerns raised in those letters had since been corrected and that they, in fact, were evidence that the project was being well managed.

Analysis by Subcontractor

"My obligations to Congress are to share that information with Congress when it becomes a fact," Mr. Cipriano said.

But Congressional investigators maintained that what they found showed that the potential for significant cost overruns was real. Victor S. Rezendes, director of

the energy issues, resources, community, and economic-development division of the GAO, the investigative arm of Congress, said an analysis prepared by the subcontractor building the supercollider estimated that the cost of one aspect of the construction would exceed the \$1.5-billion estimate "by \$73-million to \$383-million."

He added that a decision by the department last year to move the supercollider's particle-detector halls to a more geologically stable location could increase the cost of constructing the halls by \$400-million.

Continued on Page A29

Broad Effort Aims to Replicate Florida Program Hailed for Helping Black Ph.D. Students

By JOYE MERCER

A Florida program hailed by many educators as one of the most successful efforts to educate black Ph.D. candidates may soon go national.

The Southern Regional Education Board is taking the lead to replicate an eight-year-old Florida program in other parts of the country.

Prompted by Dismal Statistics

Mark D. Musick, president of the SREB, said he was concerned that the number of Ph.D.'s awarded to black students had been "at best, level, and in some cases, dropping in the past 10 to 15 years." The dismal statistics prompted him to study how the Florida program could be copied nationally and directed at other underrepresented minority students.

"I know there are other programs, but when you add all of the numbers up, you still have to say that whatever we're doing is not enough," Mr. Musick said. "We decided that the Florida program offered us a way of doing something reasonably quickly."

The Florida program awards 25 students up to \$5,000 toward tuition and an \$11,000

gate production, you understand that the rest of the nation is not doing very much to help this acknowledged shortage."

If similar results are to be achieved elsewhere, he said, all of the program's elements must be retained—particularly the annual meeting that brings fellows together for a "temperature check" and interaction with scholars.

The fellows rely on each other and on the central office for support, Mr. Tribble said. "If in fact the student is doing well, but the institution isn't responding, we can find the student another institution and the money can go with them," he said.

Comprehensive Design

Edward W. Crowe, assistant director for planning and research with the Arkansas Department of Higher Education, said his department would request funds for the program in the next legislative session, although he could not say how much it would seek.

Mr. Crowe said the success of the Florida effort stemmed from its comprehensive

Continued on Page A29

A training program for helicopter pilots at the U. of North Dakota will be continued with about \$280,000 in support from the U.S. Army.

UNIVERSITY OF NORTH DAKOTA

Continued on Page A1

A \$9.9-million bond issue overwhelmingly approved by Maine legislators would pay the tuition of 3,000 unemployed people at any of the state's six technical colleges. The plan is subject to the approval of voters in the November election.

According to State Rep. Nathaniel J. Crowley, Sr., co-chairman of the House of Representatives Education Committee, about 55,000 Mainers are out of work. Of that number, approximately 23,500 have run out of unemployment benefits.

Those who take advantage of the free-tuition offer will be trained for jobs in areas of high growth and demand, such as nursing.

Said Mr. Crowley: "They will get training for high-skills, hopefully high-wage jobs, and that will help keep some of the companies in the state who require those workers."

John Fitzsimmons, president of the Technical College System, says a state study has projected that Maine would recoup the money for the bond issue within four years through increased sales- and income-tax revenue.

Mr. Fitzsimmons added that Maine voters had never rejected a bond issue to benefit technical colleges. "Basically, the public loves the technical colleges. I'd be surprised if there was anything less than 60-per-cent support for this," he said. —JOYE MERCER

Massachusetts should require its public regional and community colleges to have much more focused missions, a report says.

STATE NOTES

- **Maine free-tuition plan for the unemployed faces November vote**
- **Massachusetts commission asks clearer roles for local colleges**
- **Kansas Governor wants universities to share in federal windfall**
- **Pennsylvania enacts programs to help families save for college**

A report by the Commission on the Future of the State College and University Systems outlines a series of recommendations that could lead to the elimination of many academic programs. The commission was appointed by Gov. William F. Weld, a Republican, to advise state leaders on how to manage the colleges in light of a dramatic decline in state funds.

The report recommends that the seven non-specialized regional colleges reduce their program offerings so that each college could provide students with a "limited core program" and a specialization, such as business or allied-health professions.

For community colleges, the commission recommends that colleges near each other develop joint programs to reduce costs. The panel also suggests that three community colleges in the Boston area—Bunker Hill, Massachusetts Bay, and Roxbury Community Colleges—form a single district.

The recommendations now go to Governor Weld and the Higher Education Coordinating Council. While most state leaders agree that Massachusetts needs to reduce the number of academic programs at public colleges, the report is expected to be controversial because most colleges—and the legislators who represent

them—have expressed support for the proposal.

Mr. Fitzsimmons added that Maine voters had never rejected a bond issue to benefit technical colleges. "Basically, the public loves the technical colleges. I'd be surprised if there was anything less than 60-per-cent support for this," he said. —JOYE MERCER

Pennsylvania has enacted two new ways to help families

districts with the colleges—do not want their local programs cut.

—SCOTT JASCHIK

Kansas Gov. Joan Finney has proposed giving universities about \$95-million of a \$185-million windfall that the state received when the federal government recalculated its payments to the state for indigent-patient care.

The state will invest the money and, when students redeem the credits and enroll, pay the institutions an amount equal to their then-current tuition rates.

The state also would allow the credits to be used out of state.

To encourage purchases, the new law also says that the value of the credits will not be counted in calculations of family income when determining a student's eligibility for state financial aid.

Families that elect to use the college savings bonds will enjoy a similar feature. The law says the first \$25,000 worth of bonds a family owns can be excluded from financial-aid calculations.

Backers of the prepaid-tuition program said that by pricing the college credits at current prices, the plan avoids some of the financial risks that plans in other states have encountered.

Political considerations played a role in the decision to create two programs, legislative aides

said. The state's House of Representatives preferred the bond, and the Senate was pushing for the tuition accounts. Enacting both was a compromise and a way to get the support of Gov. Robert P. Casey, a Democrat, who has resisted prepaid-tuition proposals in the past because of concerns about their costs.

The Republican-controlled Senate adopted the plan sought by the Speaker of the House because "the Speaker is of the Governor's persuasion and we wanted to get it signed," said Fred Giles, chief counsel to the Senate President.

—GOLDIE BLUMENSTEIN

Briefly noted

■ New York's highest court has unanimously affirmed a ruling that said the committee that regulates how animals are used in research at the State University of New York at Stony Brook need not comply with the state's open-records laws. The New York Court of Appeals ruled that the powers and functions of the university's "animal-care committee" derived solely from federal law and that the committee was not subject to the state statute.

■ South Carolina's Legislative Audit Council voted last week not to authorize a state audit of South Carolina State University.

A legislator had requested an audit because of concerns over a 1990 payment of more than \$28,000 in severance pay to a former university vice-president who was accused of conflict of interest because he owned a competing company that did business with the university.



FRANCIS SOUTHERN FOR THE CHRONICLE

Architecture: Frank Lloyd Wright's Florida campus B4



THE PORTOLAN CHART (DETAIL) FROM THE ADRIENSE ATLAS, CIRCA 1510 THE HUNTINGTON LIBRARY

End Paper: The legacy of Spain in the Americas B48

Politicians Criticize \$2.4-Million Retirement Package for U. of California's Outgoing President

By JACK McCURDY

OAKLAND, CAL. State politicians sharply attacked the University of California last week after it was revealed that its outgoing president, David P. Gardner, would receive a retirement package that could reach some \$2.4-million.

The controversy detracted attention from the naming of Mr. Gardner's successor, Jack W. Peltason, chancellor of the university's Irvine campus and a former president of the American Council on Education. The flap could endanger university lobbying efforts because it came in the same week that Mr. Gardner released a letter he had sent to state officials in which he said the university had no money to spare.

'No Room for Further Cutting'

"There is no room for further cutting, squeezing, and trimming," Mr. Gardner's letter said. He also wrote that additional cuts would "mean closing the door on very large numbers of fully qualified students and/or dramatic increases in student fees and tuitions, and/or steady erosion in the quality and capability of our academic programs."

State legislators and some mem-

bers of the university's own Board of Regents said the points in the letter had been severely undercut by Mr. Gardner's retirement package.

The package includes \$738,000 in special supplemental and deferred-income plans and an additional \$50,000 a year in benefits on top of the \$80,000 a year he stands to receive under the university's pension system.

If Mr. Gardner, who is 58 years old, lives to his normal life expectancy of 76, he would receive a total of \$2,387,000.

In January, Mr. Gardner will become president of the William and Flora Hewlett Foundation.

The retirement package figures were revealed by Jeremiah F. Hallisey, a regent, in a letter of protest to Gov. Pete Wilson, a Republican, and a memorandum to the board. "When we are asking the students to pay more and faculty and staff to take less, it is nothing short of outrageous," Mr. Hallisey wrote to the Governor.

He said he would ask the board to rescind the retirement package at its meeting next month.

Tom Hayden, chairman of the Assembly's Higher Education Subcommittee, criticized the retirement package as "an unfair

giveaway when UC students are facing a 24-percent fee increase."

State Sen. Quentin L. Kopp said: "While the Legislature strug-

gles to avoid cutting the university's budget, UC officials act profligately."

One state education official, who asked not to be identified, said his age could make it more difficult for Mr. Peltason to work with state legislators, who may view him as an "interim" president.

Several unnamed members of the UC Board of Regents reportedly conceded that they already viewed him as an interim choice.

Even though he may serve for a relatively short period, Mr. Peltason has the experience in California state politics that is needed to get the university through difficult fiscal times, they said.

A Compromise Choice

A political scientist, Mr. Peltason was a compromise pick among three finalists, some regents said. The other two finalists were Richard C. Atkinson and Charles E. Young, chancellors of the system's San Diego and Los Angeles campuses, respectively.

Although both had more support among the regents initially, other objections to them could not be overcome. Mr. Peltason was then chosen as a compromise.

fits are paid out of the system's endowment, not state funds.

University officials defended the retirement benefits, saying the amount of Mr. Gardner's pension reflected the size and growth of the university and the stature of the presidency. They also said the amount was justified by the need to recruit and retain able leaders. The

Mélange

B2

Letters to the Editor

B3

Bulletin Board

B6-47

Section 2

April 15, 1992



By Theda Skocpol

THE NOVEMBER 1991 ELECTION WAS marked by a surprising turn of events in Pennsylvania. An unknown candidate, one burdened with what pundits would consider unpromising credentials and an impractical political strategy, won a resounding victory in the race for the U.S. Senate. Harris Wofford is a liberal intellectual and former college president. He started the race 44 points down in the polls, outshone by Dick Thornburgh, the former Attorney General and a popular former Pennsylvania Governor.

Mr. Wofford defied the prevailing wisdom of policy experts and constructed his campaign around advocacy for national health insurance. In recent decades, most experts studying health policy have taken it for granted that the American middle class would not tolerate higher taxes or governmental orchestration of health care. They have assumed that problems in our health-care system would have to be handled by modifications in the private insurance system, along with a few extra public programs to aid some of the "working poor." But then came Mr. Wofford, who advocated national health insurance as a comprehensive solution to dilemmas faced by the middle class as well as by the poor.

Why did the political possibilities of the health-care issue come as such a surprise? Why was the experts' prevailing wisdom so out of step with public concern? In the United States, as in other industrial democracies, the modern welfare state and social-scientific expertise relevant to government policy have grown up together. But policy experts seem to have given wiser political advice during the New Deal in the 1930's—when the marriage of social science and the welfare state was first consummated—than has been given during recent decades by poverty experts, macro-economists, occupational-safety advisers, health-policy specialists, and the like. Why?

SURELY the most politically successful social policy ever devised by the federal government using expert advice was the old-age insurance program started in 1935 that came to be called "Social Security."

Technically speaking—particularly ac-

The sponsors of Social Security consciously aimed to give broad ranks of working and middle-class Americans a financial and ideological stake in the program, building bipartisan support during successive Presidential administrations. Congressional committees were told that citizens' tax contributions insured the permanent "fiscal soundness" of the burgeoning social-insurance program.

Through a clever and widely disseminated public metaphor, Americans were told that their "contributions" insured that each wage earner would be entitled in old age to collect benefits that he or she had "individually earned." Actually, benefits are paid out of a common fund, and less-privileged wage earners receive pensions higher in proportion to their lifetime contributions than do more affluent workers.

Politically, all of this paid off brilliantly. Over time, new categories of beneficiaries and taxpayers were brought into the program, until by the 1970's it encompassed over 90 per cent of the U.S. labor force. New types of benefits also were added to the system, including survivors' insurance, disability insurance, and Medicare.

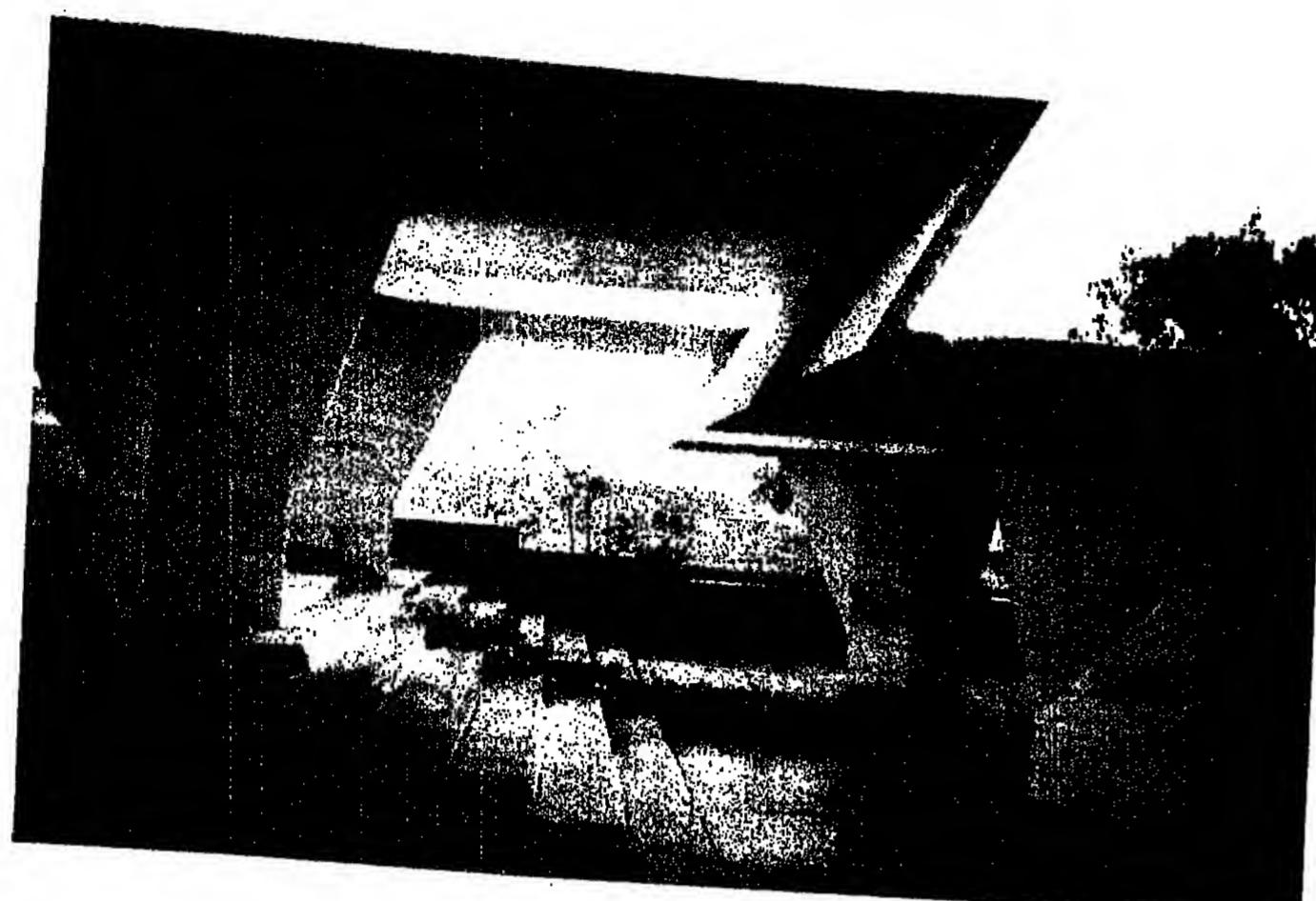
Ultimately, by following a strategy that the political scientist Hugh Heclo has called "helping the poor by not talking about them," Social Security administrators turned their program into the nation's most effective anti-poverty effort. More otherwise impoverished citizens today are boosted above the poverty line by Social Security than by all other federal programs combined.

BY THE 1980's, Social Security was by far the hardest U.S. domestic program. When the budget-cutters of the Reagan Administration set out to reduce social spending, they quickly discovered that Social Security, despite its expense, was politically untouchable.

Contrast the long-term success of Social Security to the political fate of many of the federal anti-poverty programs launched during the War on Poverty and the Great Society in the 1960's. This time, both the problems and the solutions were defined more narrowly. Drawing inspiration from specialized social-science literature about juvenile delinquency, poverty, child development,

Continued on Following Page

ARCHITECTURE



Frank Lloyd Wright's design for Florida Southern College's campus included Mayan-inspired columns for the covered walkways that connect buildings.

and even their ornamentation. Ordy Hall, actually a series of buildings arranged around a small courtyard, offers the most obvious example of this triangular form in which the hypotenuse serves as the base and the roof trusses slope at 30- and 60-degree angles.

ELSEWHERE ON THE CAMPUS, Wright sought inspiration in another favorite shape, the circle. The original library has a circular reading room that serves as a prominent feature. Nearby was to have been a "water dome," a large round pool with nozzles built into its edge that were supposed to spray water upward and toward the center, creating the dome. The machinery never worked properly, however, and a circular plaza with small pools now occupies the site.

But even in buildings based on triangles and circles, Wright's preoccupation with the horizontal is obvious. In his 1958 science building, completed the year before he died, Wright gave this preoccupation free rein and produced a design that is unassuming and supremely elegant.

The exterior sets plane above plane. Alongside the building, the esplanade roof descends in overlapping, parallel planes; above are the multiple roof planes of the building proper. Inside, a corridor that serves as the structure's spine meanders among rooms on three levels and gives a sense of openness without compromising intimacy. Although the two-story corridor is tall and narrow, the cast blocks that Wright used in all his buildings here—six inches high by three feet long—effectively dissipate any sense of verticality. At both ends of the hall, an intermediate roof plane pierces the windows and walls to reinforce the feeling of horizontality.

Fortunately, the science building has not yet suffered a renovation like the one that has robbed Ordway Hall of its original coloration. Here Wright's deep-red floors, simple woodwork, and sandstone-colored cast blocks blend so harmoniously that Ordway's cream-colored paint job seems garish by comparison.

Even so, electrical cables are strung from window to window outside the science building, as if to remind visitors how difficult it is to balance the college's academic needs against its role as conservator of Wright's buildings.

The campus's centerpiece, the Annie

Echoes of Jefferson in a Campus Designed by Frank Lloyd Wright

By Lawrence Biemiller

FIRST, the blasphemy: Frank Lloyd Wright's quirky, extraordinary campus for Florida Southern College has a surprising amount in common with the magnificent core that Thomas Jefferson created more than a century earlier for the University of Virginia.

Now, a question: Who is being blasphemous, Wright or Jefferson?

In fact, the comparison will probably enrage Wright disciples almost as much as it offends Virginia alumni. But the two campuses' similarities help highlight some of the strengths and weaknesses of Wright's plan for Florida Southern.

The most striking similarity is that, for Wright, as for Jefferson, no hallway or side door or garden wall was too insignificant to design, and design well. And both architects took great care to imagine not just how their buildings would look from the front but also how the people who moved through the structures would experience them. Again and again, the visitor senses that an entrance, a turn, or a view has been manipulated with a clear purpose.

In many ways, of course, the buildings Jefferson and Wright designed could not be more different. Jefferson's stately, ordered campus is a virtual, and virtually static, history of Greek and Roman architecture. Wright's structures here, dispersed in a seemingly relaxed fashion across what had previously been an orange grove, protest what Wright described in a letter as "the regimentation characteristic of the classic."

A drawing of the plan shows the "water dome" (left), the circular library and the large chapel (center); and the urbanite office complex (foreground) and amphitheater.

or Gothic architecture which have been a college habit in America."

Instead, Wright's buildings offer what he said was a Floridian interpretation of the now-familiar "organic" architecture—the style he pioneered in his Prairie houses and made famous at his Arizona home and studio, Taliesin West.

Wright was brought to Florida Southern by the man who was its president from 1925 to 1957, Ludd M. Spivey. The little-known Methodist college had moved to Lakeland in 1922, upon completing the first buildings of what was to have been a red-brick, Beaux-Arts campus. But chronic financial problems prevented the administration from carrying out more of the original plan. In 1938, with far more bread than cash, President Spivey asked to meet Wright to discuss plans for a "great education temple in Florida."

Wright's plans for the college envisioned a series of boldly horizontal buildings connected by covered walkways, here called esplanades. The campus would be based in part on 30-, 60-, and 90-degree angles. These would influence not only the location of the buildings but also their design.

The campus's centerpiece, the Annie

Pfeiffer Chapel, was the first building completed and is undoubtedly the most eccentric. The main mass of the chapel is a low hexagon; above it rises a tall, rectangular tower that admits light to the sanctuary below. The tower is supported at each end by three pairs of pyramids, stacked one pair on top of another; each pyramid is turned on its side so that its tip presses against the tip of its mate.

Ray Fischer, the college's public-relations director and Wright expert, explains the pyramids as an engineering trick: By allowing the inward-facing pressures of the chapel's left and right wall-and-ceiling systems to counteract each other through the touching pyramids, Wright avoided cluttering the interior with supporting columns.

Psychologically, however, the massive pyramids suspended above the sanctuary are disconcerting in a way Wright may not have anticipated.

By contrast, the adjoining Danforth Chapel is a smaller and much lovelier building. Its exterior is distinguished at one end by angled, stained-glass windows that come together like a ship's prow beneath the pointed peak of the roof. The red and yellow glass casts an especially rich light on the red floors, sand-colored blocks, and wood fixtures inside.

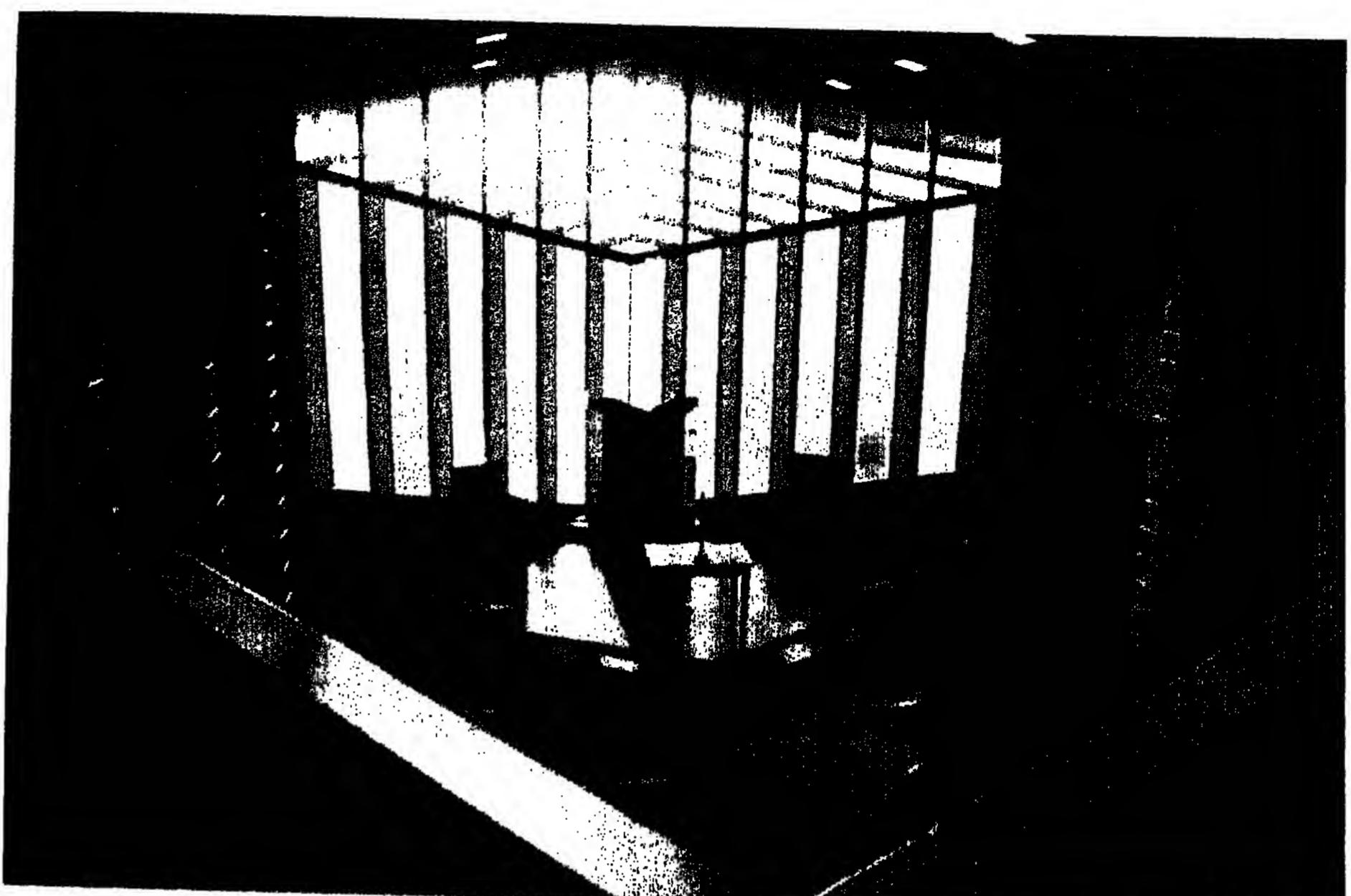
The defining feature of the interior is a diminutive balcony reached by a tiny, angled staircase. Barely one chair wide, it reaches forward along both sides of the chapel. Unexpected and thus all the more delightful in so small a space—few other architects would have dared suggest it—the balcony calls to mind the glory of larger churches and provides the perfect grace note to an intimate space.

Details too numerous to catalogue add similar notes to other buildings—small squares of colored glass set in the cast blocks of some buildings; Mayan forms in the columns that support the cantilevered esplanade roofs; fountains splashing in courtyards.

In all, the college has six groups of buildings by Wright. Several structures shown on his master plan were never built, for one reason or another, including a performing-arts complex and a lakefront amphitheater.

NOT SURPRISINGLY, the college has had some difficulty commissioning new buildings to complement Wright's. Nils Schweizer, a student of Wright's who served as his on-site assistant during part of the construction process here, designed most of the major buildings that have been erected since Wright's death. Schweizer, who died in 1988, proved adept at imitating Wright's architectural vocabulary, but growing enrollments forced him to work on a scale that overwhelms Wright's. And only one of the buildings he designed using Wright's vocabulary is really satisfying—the new library. By far the best of Schweizer's structures here is a 1984 business-and-economics building that makes a clean break from Wright.

In this, of course, Wright's legacy echoes Jefferson's—imitations of Jefferson's style have been provoking controversy at Virginia ever since Robert Mills put an annex on the back of Jefferson's Rotunda in 1853. One other parallel: Neither words nor photographs can do justice to either campus. Visit Jefferson's first, but don't miss Wright's.



In Florida Southern's Danforth Chapel, the smaller of two on the college's campus, Wright gave a tiny building the kind of theatricality that most architects would reserve for much larger structures.



In the Annie Pfeiffer Chapel, facing pyramids distribute the building's weight, allowing glass to be used in walls and roofs.

- Faculty exchange
- For sale
- Housing exchange
- Index
- Positions available

Bulletin Board

How to use this service

Readers of The Chronicle are invited to use these columns to find candidates for bona fide openings on their campuses, to seek new positions, and for other appropriate purposes.

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This has been written twice. John Kennedy does not have a job lead. He is a professional job-matching service. His job database is the largest in the country. He has thousands of job leads. His services are free. His clients are from all walks of life. His fees are \$14.95 plus \$1.75 shipping. Send check to: John Kennedy, 1000 E. 10th Street, Suite 100, Dallas, TX 75202. Tel: (214) 744-2100. Fax: (214) 744-2100. C.R.T.: 1-800-825-5200. VISA/MasterCard.

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Planned/Moderated GR Professional, 16 years' development experience. 10 plus planned administrative, teaching, research, library, teacher education, and management. For more information, contact: Dr. Robert West, Mellon Research University, 1000 University Avenue, San Francisco, California 94133; Fax: (415) 424-2441.

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Lecturer/Assistant Professor of Business, Business Law and Finance, M.B.A., J.D. and state bar, business administrative and real estate experience. Teach full and part-time courses. L.L.B. and M.B.A. preferred. Ideal—near ocean. Call: New England 302-678-2992.

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Issue Date	Closing Date
April 29	Monday, April 20, 2:00 p.m.
May 6	Monday, April 27, 2:00 p.m.
May 13	Monday, May 4, 2:00 p.m.
May 20	Monday, May 11, 2:00 p.m.
May 27	Monday, May 18, 2:00 p.m.
June 3	Friday, May 22, 5:00 p.m.
June 10	Monday, June 1, 2:00 p.m.
June 17	Monday, June 8, 2:00 p.m.

INDEX

- Positions wanted
- Public notices
- Rentals
- Services
- Wanted

BULLETIN BOARD: Positions available

THE UNIVERSITY OF AUCKLAND New Zealand

ACADEMIC VACANCIES IN THE SCHOOL OF BIOLOGICAL SCIENCES

The School of Biological Sciences, established in 1991, incorporates the Departments of Biochemistry, Botany, Cellular & Molecular Biology, and Zoology. The School currently is carrying out an extensive revision of its teaching programmes and a review of its organizational structure. The School has a combined staff of 140, of whom 40 are academic staff. Within the School, the plant molecular group currently consists of 19 researchers (six postdoctoral fellows, and graduate students).

Facilities available to staff include a 400 MHz NMR facility, an automated DNA sequencer, oligonucleotide synthesizer, a gas phase protein sequencer, HPLC and FPLC equipment, and a comprehensive base sequence computer system. Access to major databases. The School has good light microscopic facilities with fluorescence and DIC optics, Glasshouse, tissue culture and controlled environment facilities are also available.

VACANCY UAC.126—LECTURESHIP/SENIOR LECTURESHIP IN PLANT MOLECULAR GENETICS

Applicants must have a Ph.D. or equivalent, a strong research record resulting in publication at the international level and a record of attracting research grant support.

The person appointed will contribute to the School of Biological Sciences teaching programme and supervision of post-graduate research students.

Qualifications include:

- an established reputation as a teacher and scholar
- a record of successful administrative experience including program development and financial management
- a commitment to collegiality and a belief in the human potential

Professional experience in varied cultural settings is preferred. Salary is competitive based on experience and qualifications. Negotiations and applications are invited by three letters of recommendation to be received by May 1, 1992. Review of applications will begin on May 1, 1992 and will continue until a suitable candidate is selected.

The American University in Bulgaria is a unique and forward looking institution determined to combine the very best in Bulgarian and American traditions and innovations in pursuit of academic excellence. We invite all those with state-of-the-art vision to apply.

APPLY TO:

President Edward B. Lavery,
American University in Bulgaria
Blagoevgrad 7200
Bulgaria

Telephone (359) 73-20951

AMERICAN UNIVERSITY IN BULGARIA

Dean of Academic Affairs

AUBG, the first American University in Eastern Europe, is a joint venture among the University of Maine, the Republic of Bulgaria, and the City of Blagoevgrad. Founded in the spring of 1991, AUBG offers a fully accredited Administration, Applied Economics, Computer Science, English, History, International and Mass Communication, and Political Science and International Relations. English is the language of instruction. AUBG's courses and degrees are accredited through the University of Maine.

Classes commenced on September 10, 1991 with an opening enrollment of 220 students. Students average SAT score of 1100, average TOEFL score of 510, average outlined SAT of 1100. By 1992 we expect to grow to an enrollment of 1,000 students. Faculty have been recruited from American, British, and Bulgarian institutions.

The students, faculty, and staff of AUBG form a community that values education inside and outside of the classroom. The community is diverse in its people and perspectives, and all members participate fully in carrying out the institutional mission.

An able academic officer, the academic Dean reports directly to the President and is responsible for the administration and direction of all AUBG academic programs, student academic services, the Learning Resource Center, the Innovative Language Institute, and Summer School. AUBG seeks a dynamic, transformational leader committed to developing education, cross-cultural exchange, and innovative learning. The Dean of Academic Affairs oversees the academic affairs liaison with the University of Maine.

Qualifications include:

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Bulgaria

Telephone (359) 73-20951

FACULTY OF EDUCATION, HUMANITIES, LAW AND THEOLOGY

LECTURER (LEVEL A/B ACADEMIC) IN DRAMA (FILM/TV)

Limited-Term (3-5 years)

Level A Academic: AS27 010 — AS30 950 pm

Level B Academic: AS30 463 — AS41 616 pm

Ref: 020642. Available from 27 July 1992 in the

School of Humanities, to teach practical courses in

direction and scriptwork within the Drama Centre, and

contribute to the overall teaching programme within the Discipline. Level A Academic will be expected to conduct research, produce teaching materials for students, and act as subject co-ordinator but will not be

expected to teach primarily in subjects which are

offered only at masters level or above. Level B

Academic will be required to initiate and develop subject materials, act as subject co-ordinator, supervise

student programme, and liaise with the University of Maine.

Qualifications include:

- an established reputation as a teacher and scholar
- a record of successful administrative experience including program development and financial management
- a commitment to collegiality and a belief in the human potential

The successful applicant must have a Ph.D. or equivalent qualification, a strong research record resulting in publication at the international level and a record of attracting research grant support. Preference will be given to a candidate with research interests in membrane biology able to direct a programme in teaching and research which integrates structural biology with biochemistry and cell physiology.

Commencing salary will be established within the ranges:

Lecturer: SN237.440-SN249.088 per annum

Senior Lecturer: SN252.600-SN262.944 per annum

Associate Professor: SN269.680-SN272.920 per annum

Conditions of Appointment and Method of Application are available

from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom applications should be forwarded by 31 May 1992.

Please quote the relevant Vacancy Number in all correspondence.

The University of Auckland

An Equal Employment Opportunity Employer

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THE UNIVERSITY OF HONG KONG

Lecturer In Surgery (Ref. 91/92-91)

The University of Hong Kong

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Applications are invited for a Lectureship in the Department of Surgery. Applicants must have a medical qualification preferable in Hong Kong and must possess a Fellowship of one of the Royal Colleges of Surgeons. Experience in teaching and research is required.

Annual salary (superannuable) is on an 11-point scale: HK\$492,880-HK\$585,740 (approx. £21,946-£44,175, sterling equivalent) as at April 2, 1992. Starting salary will depend on qualifications and experience. At current rates, salary will not exceed 15% of gross income. Housing at a charge of 7.5% of salary, children's education allowances, leave and medical benefits are provided.

Further particulars and application form may be obtained from Appointments (40502), Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF UK, or from the Faculty of Medicine, The University of Hong Kong, 7 Sasoon Road, Pokfulam, Hong Kong (Fax: (852) 5859742).

Closes: 30 May 1992.

As required by the 1986 Immigration Act, prepared to present acceptable documents to the Immigration Department if requested. You are a citizen of the United States? Who is authorized to work in the U.S.? Who is your spouse? Who is your child? Who is your dependent

BULLETIN BOARD: Positions available



The University of the South Pacific

1. LECTURER III IN ENGLISH — POST 92/14

Applications are invited for a lectureship in English based within the Centre for the Enhancement of Learning and Teaching. The Centre provides assistance in reading, writing, listening, speaking and study skills to students who are having difficulties and studying in the acquired language of English. In addition its services are available to the advanced students and to postgraduates and staff members of all departments. Work is undertaken with individuals and small groups.

Applicants should have at least an MA in TESOL or a related area of linguistics. Experience of either or both of the following would be an advantage: adults in a tertiary setting; computer-assisted learning (especially the electronic generation and revision of academic texts).

Salary will be in accordance with qualifications and experience in the following salary range: Lecturer II: \$F17,310-\$20,142; Lecturer I: \$F20,852-\$29,629.

2. MANAGER OF ADMINISTRATIVE COMPUTING — POST 91/19 (Advertisement)

The Manager of Administrative Computing is responsible for all administrative computer systems used by the University, including financial applications, student records, payroll and personnel. The appointee will work closely with senior staff of the University, Staffing and Events Services in the implementation of the finance integrated package for University administration. This includes financial ledger, accounts payable, crf, student records, and human resources. These applications use the Oracle relational database and fourth generation SQL tools. A four-year implementation project to change over to Manager of Administrative Computing is underway.

Manager of Administrative Computing has a central role in this project. Applicants should have advanced qualifications, a strong research record, professional experience in power systems and/or control engineering, and must be able to demonstrate leadership capacity in an academic or professional environment.

The successful applicant will be required to teach at both the undergraduate and graduate levels, and pursue research in an appropriate field. In particular, the appointee will be required to assume a major responsibility for the planning, development and operation of undergraduate courses and laboratories, for research leadership and liaison with industry within the field of his/her specialty.

Commencing salary will be established within the range \$NZ60,944 per annum (Senior Lecturer) or \$NZ98,680-\$NZ75,820 per annum (Associate Professor).

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom all applications should be forwarded by 31 May 1992.

Please quote Vacancy Number UAC.133 in all correspondence.

The University of Auckland
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University of Waikato

Te Whare Wananga o Waikato

SENIOR LECTURESHIP AND LECTURESHIP IN WOMEN'S STUDIES (Continuing Appointments)

The University of Waikato invites applications from candidates with a Senior Lecturer and Lecturer in Women's Studies for the positions of applicants, especially welcome are: contemporary femininity; theory; race and gender; feminist and postcolonial gender and public policy; methodology in women's studies. Applications are expected to have a Ph.D. and be able to demonstrate an active publications and teaching record. Applications for the Senior Lectureship are also expected to be able to demonstrate academic entrepreneurship and ability to take up appointment by 1 January 1993.

The current salary range for lectures is \$NZ37,440-\$NZ49,088 per annum, and for senior lecturer \$NZ52,000-\$NZ57,000 per annum.

Enquiries of an academic nature may be made to Professor Anna Yeatman, Centre for Women's Studies (tel. (64 7) 856 2889; fax (64 7) 856 2168; E-mail: yeatman@waikato.ac.nz (internet)). Information on the method of application and conditions of appointment may be obtained from Academic Staffing, Personnel, The University of Waikato, Private Bag 3105, Hamilton, New Zealand (tel. (64 7) 856 2889; fax (64 7) 856 2168), quoting reference number A92/15 for the Senior Lectureship and A92/16 for the Lectureship positions.

Places for appointees' children may be available in the creche run by the Campus Creche Society (tel. 07 838 2000). The University welcomes applications from suitable people regardless of race, creed, marital status or gender.

Lecturer \$NZ27,440-\$NZ29,988 per annum
Senior Lecturer \$NZ52,000-\$NZ57,000 per annum

Intending applicants should write for further information, available from the Registrar, TO Box 30303, Dunedin, New Zealand, (fax 03 450 1607), or from the Secretary General, Association of Commonwealth Universities (Appointments), 2 Gordon Square, London WC1H 0PF. Specific information about the Department may be obtained from Professor D.J. Wilson, Head of the Department of Marketing.

Applications quoting reference number A92/16 close with the Registrar, 30 April 1992.

Equal opportunity in employment is University policy.

University of Otago
Te Whare Wananga o Otago
New Zealand

LECTURER OR SENIOR LECTURER IN MARKETING

Applications are invited for appointment to the position of Lecturer or Senior Lecturer in the Department of Marketing. In addition to undergraduate teaching, the post is involved in postgraduate programmes leading to the M.B.A., M.C.M. and Ph.D. degrees. The position would be work in one or more of the following areas: Marketing Management, Industrial Marketing, Pricing, Marketing Theory. Candidates must have significant research interests; those are advised to attach three copies of their curriculum vitae with full names and addresses including fax contacts of three referees, applicants are advised to ask their referees to send confidential reports direct to the University without waiting to be contacted.

Applications should be sent to the Registrar, The University of the South Pacific, Suva, Fiji, to reach her no later than 30 April 1992.

For further information contact the Registrar (Staffing) (Telephone 313900; Telex 42271; Fax 679 303437).

Candidates should send THREE COPIES of their curriculum vitae with full names and addresses including fax contacts of three referees, applicants are advised to ask their referees to send confidential reports direct to the University without waiting to be contacted.

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BULLETIN BOARD: Positions available

The University of Sydney
Australia

Faculty of Science

**CHAIR OF
PURE MATHEMATICS**

Reference No: 13/01

Applications and expressions of interest are invited for appointment to a Chair of Pure Mathematics within the School of Mathematics and Statistics which fall vacant on 1 January 1991 on the retirement of Professor G.E.Wall, FAA.

The University is seeking applicants with a capacity for leadership in research and teaching. Established areas of research in Pure Mathematics include category theory, algebraic groups and their representations, computational algebra and number theory, topology, number theory and combinatorics. While preference may be given to applicants with expertise in one or more of the above areas, suitably qualified persons from any branch of Pure Mathematics are invited to apply.

It is anticipated that interviews for the Chair will be held within three months of the closing date.

Salary will be at the rate of \$73,800 - \$77,900 per annum (top of salary range will not be available until 23 July 1992). Provision is also made for limited private consulting. In accordance with the University's regulations, Assistance with relocation expenses to Sydney will be provided.

Enquiries about the School and the Chair should be directed to the Head of School in writing, by telephoning 812 692 4533 or by faxing to 812 692 4534.

The University reserves the right not to proceed with any appointment for financial or other reasons.

Membership of a superannuation scheme may be a condition of employment for new appointees.

Method of Application for Academic positions: Four copies of list of publications and the names, addresses and fax nos., of no more than five referees, to be lodged by the above closing date.

All applications to be sent to: The Assistant Registrar (Appointments), Staff Office (K07), The University of Sydney, N.S.W. 2008, AUSTRALIA. Facsimile 812 692 4318 by 11 June 1992.

Equal employment opportunity and no smoking in the workplace are University policies.

For further information, call (02) 934 9109 or fax (02) 934 9110.

**HONG KONG
BAPTIST COLLEGE**

A Government-funded institution of Higher Education offering undergraduate and postgraduate courses *

DEPARTMENT OF CHINESE LANGUAGE & LITERATURE
Senior Lecturer/Lecturer (PROF)
(Tenure September 1992)

The College is seeking a qualified academic to teach subjects in Chinese Language, and/or Chinese Intellectual Thought.

Applicants should possess a recognised higher degree in Chinese, preferably a Ph.D. degree or equivalent. Relevant teaching experience at the tertiary level is desirable.

Depending on qualifications and experience, salary will be in the range of HK\$35,020 to HK\$51,800 per month for Senior Lecturer/

Lecturer. Appointment on overseas terms will initially be for a term of 2 years. A gratuity of 25% for Senior Lecturer and 15% for Lecturer will be paid upon satisfactory completion of contract.

Subject to review and mutual agreement, the appointment may be renewed either on a substantive term or gratuity terms.

Other benefits include vacation leave, medical & dental benefits,

and housing assistance.

Application Procedure: Please send by fax or by mail complete CV, transcripts and a recent photo to the Personnel Section, Hong Kong Baptist College, 224 Waterloo Road, Kowloon, Hong Kong [Fax: (852) 330-7371]. Candidates should also ask for at least three referees to write directly to the College. Deadline for application is 24 April 1992.

For appointment & family, children's education allowance, passage

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MORGAN STATE UNIVERSITY

Morgan State University is an urban-oriented institution which is committed, at the undergraduate level, to liberal arts, business, education, and engineering. Undergraduates may pursue studies in forty-four areas of concentration, as well as in pre-professional fields of pharmacy, dentistry, medicine, and law. At the graduate level, the University offers twenty-three master's degree programs, including programs in the arts and sciences, business, education, environmental studies (i.e., architecture, landscape architecture and city and regional planning), and transportation. The University also offers a doctoral program in urban educational leadership.

Morgan State University announces the following positions available in the College of Arts and Sciences for the 1992-93 academic year.

Department Chairpersons

(Appointments as chairpersons are for 12-month contracts (beginning July 1, with faculty rank and salary dependent upon qualifications.)

ENGLISH AND LANGUAGE ARTS: Duties include offering leadership for three undergraduate programs (Literature, Speech, and Humanities) and one graduate program (Master's in English). Supervising 30 full-time faculty members, promoting faculty and program development; and teaching two courses per semester. The chairperson also works closely with the interdisciplinary Humanities Program, the Lewis Mumford Museum of Art, and with the University Performing Arts Series. Qualifications include a terminal scholarship and some administrative experience.

FINE ARTS: Duties include offering leadership for three undergraduate programs (Art, Music and Theatre Arts) and one graduate program (Master's). Supervising 30 full-time faculty members and a number of part-time faculty members; promoting faculty and program development; and teaching two courses per semester. The chairperson also works closely with the interdisciplinary Humanities Program, the Lewis Mumford Museum of Art, and with the University Performing Arts Series. Qualifications include a terminal scholarship and some administrative experience.

FOREIGN LANGUAGES: Duties include offering leadership for an undergraduate program in foreign languages (French, German, Latin and Spanish) and graduate (M.A.) programs in modern languages; supervising four full-time faculty members; promoting faculty and program development; and teaching three courses per semester. Qualifications include a Ph.D. in Spanish, a record of research and some administrative experience.

POLITICAL SCIENCE AND INTERNATIONAL STUDIES: Duties include offering leadership for undergraduate programs in Political Science and International Studies and a graduate program in International Studies; supervising four faculty members; promoting faculty and program development; and teaching two or three courses per semester. Qualifications include a Ph.D. in American government and politics, public administration, or public policy; a record of research and some administrative experience.

SOCIOLOGY AND ANTHROPOLOGY: Duties include offering leadership for an undergraduate and graduate program in sociology; supervising four full-time faculty members and a number of part-time faculty members; promoting faculty and program development; and teaching three courses per semester. Qualifications include an earned doctorate in sociology or anthropology, the ability to teach in one or more of the following areas: criminology, law and justice, marriage and family, demography, research methods, or social statistics.

TENURE-TRACK FACULTY POSITIONS

(All faculty positions require a Ph.D. in the field specified (unless noted otherwise), a record of research and publications, and some experience in college-dependent upon qualifications.)

CHEMISTRY (Environmental and Industrial): To teach freshman chemistry and undergraduate and graduate courses in environmental and industrial chemistry and to direct student research.

ENGLISH (Old, Middle and Renaissance): to teach undergraduate and graduate courses in Old, Middle and Renaissance literature and in Chaucer and disciplinary humanities.

ENGLISH (Linguistics and Language): to teach undergraduate and graduate courses in Linguistics and the history of English language, as well as undergraduate courses in Freshman Composition and interdisciplinary humanities.

HISTORY (African): to teach undergraduate and graduate courses in African history, as well as either world civilization or American African Diaspora history.

HISTORY (European): to teach undergraduates and graduate courses in European history, especially as it relates to European imperialism and African colonization.

INTERNATIONAL STUDIES: to teach undergraduate and graduate courses in international studies, with a special emphasis on African countries.

MATHEMATICS: to teach undergraduate and graduate courses in mathematics, with preferred specialty in logic and foundations or differential equations.

PHILOSOPHY: to teach undergraduate general education courses in "Introduction to Logic," as well as upper-level courses in philosophy.

PHYSICS: to teach introductory and advanced undergraduate and graduate courses in physics and supervise student research. A background in experimental solid state physics is desirable, but applications from theorists will be considered.

PSYCHOLOGY: to teach undergraduate courses in clinical psychology and school, health, or criminal psychology.

SPEECH AND THEATRE ARTS: to teach speech, argumentation and debate and theatre arts.

Send letter of application, résumé, and three letters of reference to:

Dr. Burney J. Hollis, Dean
College of Arts and Sciences
Morgan State University
Baltimore, Maryland 21239

DEADLINE FOR ALL POSITIONS: MAY 11, 1992.

Business Administration) Tenure track management/marketing position beginning Fall 1992. Duties required: responsibilities given in cultur, marketing, sales, and business experience. Teaching responsibilities of 12 hours per semester could include: Management, Principles of Marketing, Sales, Resource Management, Organizational Behavior, Sales Management, Western State College, Gunnison, Colorado. Minimum of 2,000 students located in the western Colorado mountains. Some travel and a résumé, philosophy of teaching statement, and three letters of reference to: Business Services Department, Department of Business and Accounting, Dept. of Business Administration, Department of Business Administration, Gunnison, Colorado. The deadline of application will be on May 11, 1992 and an able individual is selected. Women and minorities are encouraged to apply. EOE/AA.

Business Affairs The Housing Division of the University of Virginia solicits applications for Associate Director of the Division for Student Affairs. Housing Division is a self-supporting auxiliary service responsible for comprehensive management of approximately 6,200 single-

student bed spaces, 323 student family apartments, and 150 faculty and staff apartments. It also provides management, maintenance activities, services and facilities for approximately 220 million annually. The Associate Director includes direction of the implementation of all budgetary and financial management functions; budget generation, research and compilation of financial statements; and projection of contract negotiations; and management of payroll and data network systems. Encouragement is given to solid candidates in accounting, finance, marketing, and application of computer technology relevant to business affairs.

Consideration will be given to those with a strong background in business and management.

Experience required: Full-time managerial experience included. Starting date negotiable for July 1, 1992. Commensurate with experience. Relocation expenses will be reimbursed. Returns encouraged. Apply to University Resources, Department of Human Resources, Cartwright Hall, P.O. Box 9007, Charlottesville, Virginia 22903.

The University of Virginia is an equal opportunity employer.

REGRISTRAR

Deadline: May 1, 1992

TUSCULUM COLLEGE

Faculty Positions - Fall 1992

Tusculum College, located in Northeast Tennessee in the beautiful foothills of the Appalachian Mountains, has experienced a 112 percent increase in traditional student enrollment in the past three years, thus necessitating the addition of two new faculty positions.

Tusculum College seeks faculty capable of contributing to its new Civic Arts program, an ambitious revisioning of a traditional community center for the Civic Arts, whose graduates will have acquired the skills, knowledge, and motivation necessary to be highly capable and active participants in the public life of their society. A major part of this reform is the integrated and sequential general education curriculum (Commons courses). While team teaching is not required, all faculty, in addition to teaching in their disciplines, help to design and teach these courses, which encourage interdisciplinary perspectives and, where possible, experiential learning.

Other reforms are a focused calendar (one course at a time in eight weeks per academic year with additional summer blocks), a competency program (requiring students to be validated in fifteen competencies which support effective citizenship), a practicum (mentored learning) acquired with community service and experiential learning), and a new faculty self-governance structure. To support these reforms the College seeks faculty who are committed to teaching, interested in innovation, and willing to do the intensive committee work necessary for effective governance.

FINE ARTS: Duties include offering leadership for three undergraduate programs (Art, Music and Theatre Arts) and one graduate program (Master's). Supervising 30 full-time faculty members and a number of part-time faculty members; promoting faculty and program development; and teaching two courses per semester. The chairperson also works closely with the interdisciplinary Humanities Program, the Lewis Mumford Museum of Art, and with the University Performing Arts Series. Qualifications include a terminal scholarship and some administrative experience.

FOREIGN LANGUAGES: Duties include offering leadership for an undergraduate program in foreign languages (French, German, Latin and Spanish) and graduate (M.A.) programs in modern languages; supervising four full-time faculty members; promoting faculty and program development; and teaching three courses per semester. Qualifications include a Ph.D. in Spanish, a record of research and some administrative experience.

POLITICAL SCIENCE AND INTERNATIONAL STUDIES: Duties include offering leadership for undergraduate programs in Political Science and International Studies and a graduate program in International Studies; supervising four faculty members; promoting faculty and program development; and teaching two or three courses per semester. Qualifications include a Ph.D. in American government and politics, public administration, or public policy; a record of research and some administrative experience.

SOCIOLOGY AND ANTHROPOLOGY: Duties include offering leadership for an undergraduate and graduate program in sociology; supervising four full-time faculty members and a number of part-time faculty members; promoting faculty and program development; and teaching three courses per semester. Qualifications include an earned doctorate in sociology or anthropology, the ability to teach in one or more of the following areas: criminology, law and justice, marriage and family, demography, research methods, or social statistics.

Position Openings In Humanities/Social Sciences, Ph.D.

preferred. Interested applicants should have background in one or

two of the following disciplines: philosophy, religion,

developing interdisciplinary connections across the curriculum.

Send resume to:

Faculty Search Committee
P. O. Box 5047
Tusculum College
Greeneville, TN 37643

*Tusculum College is an equal opportunity employer.
Women and minorities are encouraged to apply.*

PROFESSOR AND DEPARTMENT HEAD

Allied Health and Biological Sciences

Duchess Community College, a unit of the State University of New York, seeks applicants for a tenure-track position of Professor and Department Head. The Allied Health and Biological Sciences Department includes academic programs in Dietetic Technology, Medical Lab Technology and Liberal Arts Science. An earned Doctorate and a minimum full-time faculty of 15 or more part-time faculty, leadership in community college teaching experience are required. Community college teaching preferred. Responsibilities include: the supervision of full-time faculty, 15 or more part-time faculty, leadership in curricular development and administration of a dynamic, instructional load during the Fall 1992 semester and will assume Department Head responsibilities in January 1993 upon the retirement of the current Department Head.

SPEECH: Master's degree or equivalent with a concentration in Speech Communication required with at least two years' teaching experience, preferably at the community college or university level. Classes include speech communication, interpersonal communication, and critical thinking.

The following faculty position is a full-time, temporary, one-year appointment effective August 19, 1992 through May 17, 1993 with the possibility of continued employment and tenure track status:

BIOLOGY, ANATOMY AND PHYSIOLOGY: Master's degree or equivalent in Biology or Biology Education required with at least two years' teaching experience at the community college or university level. Classes include anatomy and physiology, zoology, principles of biology, and environmental biology.

Waubonsee Community College is a fully accredited community college located 40 miles west of Chicago with a headcount enrollment of 7,000 students. The college is located in one of the fastest growing Chicago collar counties and operates a fully functional area telecommunications instructional system.

College application form, personnel résumé, and confidential records must be received by the Office of Human Resources no later than 4:30 p.m. on May 15, 1992. Direct applications and inquiries to:

Ms. Maureen Houghaling, Personnel Assistant
Duchess Community College
53 Pendell Road
Poughkeepsie, NY 12501-1595
AA/EOE

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Riverside, California
seeks applicants for

MATH INSTRUCTOR

Deadline: May 1, 1992

REGISTRAR

Deadline: May 1, 1992

REVIEW OF APPLICATIONS WILL BEGIN IMMEDIATELY AND CONTINUE UNTIL THE POSITION IS FILLED.

USM IS AN EEO/AA EMPLOYER.

Equal Opportunity Employer

REVIEW OF APPLICATIONS WILL BEGIN IMMEDIATELY AND CONTINUE UNTIL THE POSITION IS FILLED.

USM IS AN EEO/AA EMPLOYER.

In Search of Excellence"

Business Administration) Tenure track management/marketing position beginning Fall 1992. Duties required: responsibilities given in cultur, marketing, sales, and business experience. Teaching responsibilities of 12 hours per semester could include: Management, Principles of Marketing, Sales, Resource Management, Organizational Behavior, Sales Management, Western State College, Gunnison, Colorado. Minimum of 2,000 students located in the western Colorado mountains. Some travel and a résumé, philosophy of teaching statement, and three letters of reference to: Business Services Department, Department of Business and Accounting, Dept. of Business Administration, Gunnison, Colorado. The deadline of application will be on May 11, 1992 and an able individual is selected. Women and minorities are encouraged to apply. EOE/AA.

Business Affairs The Housing Division of the University of Virginia solicits applications for Associate Director of the Division for Student Affairs. Housing Division is a self-supporting auxiliary service responsible for comprehensive management of approximately 6,200 single-

INSTRUCTORS Full-Time

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning August 19, 1992, for the following positions:

COUNSELOR: Master's degree or equivalent in Counseling, College Student Personnel Services, or related field required including at least two years of successful counseling experience, preferably at the community college or university level. Excellent bilingual Spanish/English skills required. Special emphasis will be placed on meeting the needs of bicultural, bilingual students. Forty hour work week includes one evening per week.

COMPUTER INTEGRATED MANUFACTURING: Bachelor's degree or equivalent in Engineering or Engineering Technology required with at least three years' related industrial experience and two years' teaching experience, preferably at the community college or university level. Must have ability to develop a CIM curriculum. Classes include machine tool, computer numerical control, and manufacturing technology.

ENGLISH: Master's degree or equivalent in English Literature, Rhetoric, or English Education required with at least two years' teaching experience, preferably at the community college or university level. Experience teaching with computers as a classroom tool preferred. Classes include freshman English and literature.

MATHEMATICS: Master's degree or equivalent in Mathematics Education required with at least two years' teaching experience, preferably at the community college or university level. Working knowledge of computers required. Classes include algebra, statistics, trigonometry, calculus, and differential equations.

PHYSICAL EDUCATION: Master's degree or equivalent in Physical Education required with at least two years' teaching experience, preferably at the community college or university level. Ability to serve as head coach for men's basketball, coach an additional varsity sport, and provide leadership for assigned athletic teams required. Assists with providing leadership for the physical education program. Classes include health and physical education and first-aid.

SPEECH: Master's degree or equivalent with a concentration in Speech Communication required with at least two years' teaching experience at the community college or university level. Classes include speech communication, interpersonal communication, and critical thinking.

The following faculty position is a full-time, temporary, one-year appointment effective August 19, 1992 through May 17, 1993 with the possibility of continued employment and tenure track status:

BIOLOGY, ANATOMY AND PHYSIOLOGY: Master's degree or equivalent in Biology or Biology Education required with at least two years' teaching experience at the community college or university level. Classes include anatomy and physiology, zoology, principles of biology, and environmental biology.

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College application form, personnel résumé, and confidential records must be received by the Office of Human Resources no later than 4:30 p.m. on May 15, 1992. Direct applications and inquiries to:

Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Sugar Grove, Illinois 60554
(708) 486-4811, Ext. 214, 216, 367

Equal Opportunity Employer M/F

"In Search of Excellence"

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Riverside, California
seeks applicants for

MATH INSTRUCTOR

Deadline: May 1, 1992

REGISTRAR

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BULLETIN BOARD: Positions available



UNIVERSITY OF SAN FRANCISCO
COL

CLARK ATLANTA UNIVERSITY School of Education

The School of Education at Clark Atlanta University provides programs of educational study at both the undergraduate and graduate levels. Applications are now being invited for the following positions:

DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

Chair—Doctorate degree required in Counselor Education or Counseling Psychology as well as experience as a school counselor and teaching at the university level. Must have evidence of scholarly productivity and research and academic leadership ability.

Assistant/Associate Professor (1 position)—Doctorate degree required in Counselor Education or Counseling Psychology and experience as a school counselor. Responsibilities include teaching graduate courses in school counseling, thesis and dissertation advisement, and conducting research and scholarly activities.

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Assistant/Associate Professor (1 position)—Doctorate degree required in Educational Administration, experience in public school teaching, and administrative leadership. Responsibilities include teaching graduate courses in educational administration, thesis and dissertation advisement, and conducting research and scholarly activities.

DEPARTMENT OF CURRICULUM

Assistant/Associate Professor (1 position)—Early Childhood Education—cognitive development and learning, evidence of scholarly productivity and research, experience as an early childhood teacher and evidence of graduate courses in methods of teaching, curriculum planning and advising undergraduate and graduate students.

Assistant/Associate Professor, Mathematics Education (1 position)—Doctorate degree required in Mathematics Education and experience in public school teaching. A knowledge of and experience with computers and graduate course in mathematics education, student achievement and conducting research and scholarly activities.

Assistant/Associate Professor, Physical Education (2 positions)—Doctorate degree required in Health and P.E., established record of research, publication, and/or grant activity; diversity teaching experience and/or work experience in Urban settings. Responsibilities include teaching undergraduate activity courses in Health and P.E. Emphasis in the area of the Social Sciences preferred.

DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

Assistant/Associate Professor (1 position)—Doctorate degree required in Special Education with extensive preparation in MENTAL RETARDATION, especially in teaching mentally handicapped students and evidence of significant contributions in research, teaching and administration. A special focus at the early childhood level is preferred. Responsibilities include teaching and advising future students, conducting research on the education and treatment of mentally retarded children and adults.

Assistant/Associate Professor (1 position)—Doctorate degree required in DISABILITIES, Evidence of scholarly activities and research in Special Education, teaching and service. Two or more years of teaching experience with handicapped students preferred. Responsibilities include teaching graduate courses, advising students and developing and supervising practicum experiences. All positions are tenure track and available immediately. Experience in writing grants and proposals desirable. Rank and salary based on qualifications. Experience in multicultural education helpful.

Submit a letter of application, curriculum vitae, and the names of three references. Search will remain open until positions are filled.

Office of the Dean

School of Education

Clark Atlanta University

James P. Brawley Drive at Fair Street, S.W.

Atlanta, Georgia 30314

Clark Atlanta University is an Equal Opportunity, Affirmative Action Employer.

PHILOSOPHY

Clemson McKenna College and Scripta College, Clemmons, California. One year joint appointment beginning in August of 1992. Assistant Professor, Ph.D., preferred. Five or six courses for the year. AGSACCC and prepared to teach introductory to Philosophy, Logic, and Ethics. To be assured of consideration, send complete application (including letters of recommendation, copy of transcript, vita, transmittal letter, and evidence of teaching ability) by April 20 to Professor John K. Roth, Clemson McKenna College, 850 Columbia Avenue, Clemmons, NC 27012. Professor Dan Scott-Kakares, Department of Philosophy, Scripta College, Clemmons, NC 27011. Clemson McKenna College and Scripta College are Equal Opportunity, Affirmative Action Employers and seek women and minority candidates.

College Community Services: Director of Library and Community Services, Recruitment, Education/Public Services, College Relations, Admissions, Academic Affairs, Publications, Development, and Student Affairs. Official tenure required upon employment.

Communications: Assistant Professor, English, Ph.D. preferred. Teach courses in journalism and related research in communications management, advertising, public relations, and public relations and public relations. We seek a person with experience in the public relations industry.

Marketing: Assistant Professor, Marketing, Ph.D. preferred. Interested in teaching and research in developing international marketing.

Management: Assistant Professor, Management, Ph.D. preferred. Interested in teaching and research in management.

Finance: Assistant Professor, Finance, Ph.D. preferred. Interested in teaching and research in finance.

Accounting: Assistant Professor, Accounting, Ph.D. preferred. Teach courses in accounting and related research in accounting and financial management.

Business Law: Assistant Professor, Business Law, Ph.D. preferred. Interested in teaching and research in business law.

Human Resources: Assistant Professor, Human Resources, Ph.D. preferred. Interested in teaching and research in human resources.

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MORGAN STATE UNIVERSITY

Morgan State University is an urban-oriented institution which is committed at the undergraduate level to the liberal arts, business, education and engineering. Undergraduates may pursue studies in 44 areas of concentration as well as pre-professional fields of pharmacy, dentistry, medicine, medical technology and law. At the graduate level, the University offers 23 master's degrees, built environment studies (i.e. architecture, landscape architecture, city and regional planning), and transportation. A doctoral program in urban education leadership is offered, also.

TENURE-TRACK FACULTY POSITIONS

(All) faculty positions require a Ph.D. in the field specified, a record of research and publications, and some experience in college-level teaching. Faculty appointments are for 10 months, with rank and salary dependent upon qualifications.

Morgan State University announces the following positions available in the School of Education and Urban Studies for the 1992-93 academic year:

EDUCATIONAL ADMINISTRATION: To teach graduate courses in educational administration at both the master's and doctoral levels.

CURRICULUM: To teach introductory and advanced undergraduate and graduate courses in curriculum and instruction. (Levels K-12 including methods courses.)

SOCIAL POLICY/EDUCATIONAL PLANNING: To teach graduate and advanced graduate courses in social policy and/or educational planning. Specific duties require the supervision of doctoral students.

PSYCHOLOGICAL FOUNDATIONS: To teach psychological foundations across all programs.

Send letter of application, resume, and three letters of reference to:

Dr. Patricia Morris, Acting Dean
School of Education and Urban Studies
Morgan State University
Baltimore, Maryland 21239

Morgan State University announces the following positions available in the School of Engineering for the 1992-93 academic year:

(Persons interested in being considered for leadership roles as chairpersons should indicate and prepare their applications accordingly.)

CIVIL ENGINEERING: Areas of interest include transportation engineering, environmental engineering, structural engineering, geotechnical engineering.

ELECTRICAL ENGINEERING: Areas of interest include modeling and simulation, microelectronics, digital systems engineering, microwave and lightwave communications.

INDUSTRIAL ENGINEERING: Areas of interest include computer integrated manufacturing, engineering management, energy systems management, production systems, ergonomics, human factors engineering.

Send letter of application, resume, and three letters of reference to:

Dr. Eugene M. DeLoach, Dean
School of Engineering
Morgan State University
Baltimore, Maryland 21239

Morgan State University announces the following positions available in the Institute for Architecture and Planning for the 1992-93 academic year:

LANDSCAPE ARCHITECTURE: To teach graduate-level design studios and lecture courses in one or more subject areas (e.g. site analysis, IBM-hydraulics, etc.) and to pursue a related area of scholarly interest. Preference will be given to those with experience in teaching and professional practice, design, and technical and professional experience in physical planning, urban design, micro and main frame computer applications and environmental planning.

Send letter of application, resume, and three letters of reference to:

Mr. Anthony Johns, Jr., Director
Institute for Architecture and Planning
Morgan State University
Baltimore, Maryland 21239

DEADLINE FOR ALL POSITIONS: MAY 11, 1992

KELLOGG COMMUNITY COLLEGE

Tenure-track Faculty Positions

Arts & Sciences
Job #424 Art
Job #426 Biology (including non-major chemistry)
Job #421 Communication
Job #422 Social Science (Sociology)
Job #423 Social Science (area studies)

Career & Occupational Education
Job #426 Electronics Technology
Job #427 Nursing

Arts & Sciences and Career & Occupational Education

Job #428 Math (concentration in technical or applied math)

Requirements:

- In Arts & Sciences include: a master's degree in the appropriate area; successful teaching experience.
- In Career & Occupational Education include: a master's degree; two years of related work experience; successful teaching experience. The master's degree in nursing: Michigan RN licensure, and two years' successful teaching experience are further required for Nursing.
- In Math include: a master's degree; work experience in industry; successful teaching experience.

Salary commensurate with education and experience. Step 4 maximum. Send letter of application and resume by May 1, 1992 to:

Personnel Job #
Kellogg Community College
450 North Avenue
Battle Creek, MI 49017-3397

An Equal Opportunity Employer/Educator

PURDUE UNIVERSITY NORTH CENTRAL

Faculty Position August 1992

APPLICATIONS ARE NOW BEING ACCEPTED FOR THE FOLLOWING ENGLISH FACULTY POSITION:

RANK: Assistant Professor
SALARY: Dependent upon qualifications

STARTING DATE: August 17, 1992

APPLICATION DEADLINE: May 8, 1992 or until position is filled.

This faculty position is a 10-month, full-time, tenure-track position.

ENGLISH: Ph.D. by August 17, 1992 starting date required. Training and experience in Composition and Rhetoric and in 17th- and 18th-Century English Literature, one or the other to be a primary area and the other a secondary area. Ability to teach Bible on Literature and interest in editing campus literary magazine also plus.

Submit letter of application, resume, three letters of reference, and other supportive documents to:

Ms. Diane M. Carpenter
Academic Operations Assistant
PURDUE UNIVERSITY NORTH CENTRAL
Westville, IN 46991-0525
FAX 219-765-5355

Will provide application acknowledgment letter. Actively seeking women and minority candidates. An Equal Access, Equal Opportunity Employer.

DEADLINE FOR ALL POSITIONS: MAY 11, 1992

SIERRA COLLEGE

INSTRUCTORS NEEDED: BIOLOGY Specialization (Human Anatomy and Physiology)

MUSIC

Requires a Master's degree OR valid California Community College Instructor Credential. Placement on pay scale.

FINAL FILING DATE: WEDNESDAY, MAY 13, 1992, 5:00

District application. Contact Sierra College Personnel Department, (916) 781-0470, Rocklin, CA. EOE.

Conference Administration/Business Office: Assistant, Spanish State Officer, and Secretary. Assistant, Spanish State Officer, and Secretary, and located in Northern California seeks a person for the summer of 1992-93. Responsible for coordination, administration, and implementation of the summer conference and residential programs for students (15%). Prefer master's degree and one year's professional experience in the field. Experience in the areas of Conference Services; consideration given to an appropriate combination of education and experience. 12-month position, salary \$219,270-\$260,000. Salary is required during the summer months. Send letter of application and resume to Personnel P237 for Summer Conference Administration/Business Officer, Rohrer Park, California 94202. Strong preference given to candidates from underrepresented ethnic minorities and women who are physically challenged.

Controller, Private, independent college in New York City is seeking applicants for the position of Controller. This person responsible for Administration and Finance. Responsibilities include control functions, budget, forecasting, financial management, information systems. Duties include control of operations, revenue forecasting, maintenance of a Master's Degree in accounting, and minimum of five years experience in financial management.

Cooperative Extension, County Director, University of California Cooperative Extension Applications for position of County Director, Cooperative Extension, will have responsibility for the entire Cooperative Extension program for the entire County and its relationships with the University, the County, and the citizens of the community. Duties include the promotion and educational programs of Cooperative Extension. Responsibilities include the fiscal and administrative management of the extension program, and external relations.

Responsibilities include: to provide leadership and coordination for all extension activities and to carry out the objectives of the program effectively.

Serves as affirmative action officer, cooperative extension in Riverside County, and minimum of a Master's Degree in agricultural education.

Controller, Private, independent college in New York City is seeking applicants for the position of Controller. This person responsible for Administration and Finance. Responsibilities include control functions, budget, forecasting, financial management, information systems. Duties include control of operations, revenue forecasting, maintenance of a Master's Degree in accounting, and minimum of five years experience in financial management.

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Controller, Private, independent college in New York

TENURE TRACK FACULTY

Cuyahoga Community College is Ohio's largest community college, serving over 40,000 students in the Greater Cleveland area. The College anticipates 1992-1993 tenure track faculty assignments in the following disciplines:

Business Administration
Court and Conference Reporting*
Mathematics
Plant Science
Theatre Arts

*Experience and/or certification in lieu of Master's may be considered.

A Master's degree in appropriate discipline and 3-5 years community college teaching experience is preferred.

The College offers a competitive compensation package. To be considered, submit the following items: resume/vita, transcript copies, three (3) current reference letters by April 24th, 1992 to: Cuyahoga Community College, Assistant Director, Staffing, 700 Carnegie Ave., Dept. CHE, Cleveland, OH 44115. The College is an Affirmative Action/Equal Opportunity Institution.



LAKELAND COLLEGE
P. O. Box 359
Sheboygan, WI 53082-0359
(414) 565-1290

University of Wisconsin-Milwaukee

Full Time Faculty Position

A full-time, tenure track annual appointment faculty position in Child and Youth Care Learning Center in the Division of Outreach and Continuing Education Extension at UW-Milwaukee beginning July 1, 1992, to teach, conduct research, develop and administer programs, and provide public service under the general direction of the faculty director. The Center provides training and staff development programs for child and youth care workers, other professionals who serve children and families at risk; provides consultation and technical assistance in agency and community treatment centers; individual living programs, group homes, and other organizations serving youth; develops and administers innovative programs, particularly serving youth and families; and conducts research activities related to its client groups.

Qualifications: A doctoral degree preferred. Related professional experience working with children, youth and families at risk is required. Experience in programming and teaching continuing education courses and workshops also required.

Salary/rank: Commensurate with qualifications and experience. Application deadline: May 30, 1992 (postmark). Send letter of application with current resume to Ms. Arlene Johnson, Search and Screen Committee, CYCJC, DOCE, UW-Milwaukee, P.O. Box 113, Milwaukee, WI 53281. For more information call (414) 229-4923. UW-Milwaukee is an Equal Opportunity/Affirmative Action employer. The UW-Milwaukee System is required to release within two days of request after the deadline for receipt of nominations and applications, a combined list of all candidates without differentiation.

ONLINE

Dentistry: Position available for teaching/research faculty. The faculty will teach undergraduate dental students and first-year graduate dental students. Also carries out research in one or more areas of human growth and development. Minimum requirements include a doctoral degree in dentistry. Must have two years of postdoctoral training from an accredited U.S. institution, or its educational equivalent. Research experience in the job offered. Must have at least five years of teaching experience in the United States. Salary \$8,000-\$10,000 per month, four week work schedule. Send resume or letter of application to: UIC/CWRU, Department of Dentistry, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, OH 44106. Equal Opportunity Employer.

Developmental Director of Departmental Programs, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, OH 44106-7047. CWRU is an Affirmative Action Employer and minority candidates are encouraged to apply.

Developmental Associate Director, Corporate Relations, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, OH 44106-7047. CWRU is an Affirmative Action Employer and minority candidates are encouraged to apply.

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VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

is accepting applications for the following positions:

FULL-TIME TENURE-TRACK POSITIONS:

- Administration of Justice Instructor
- Technology Instructor
- Business Office Technology Instructor
- English Language Instructor
- Geography Instructor
- Physical Education Instructor/Coach
- Real Estate Instructor

SABBATICAL REPLACEMENT POSITIONS:

- Counselor (1992-1993 Academic Year only)
- DPS Counselor (Spring 1993 only)
- Nursing (Fall 1992 only)

ADMINISTRATIVE/MANAGEMENT/CONFIDENTIAL POSITIONS:

- Division Dean, Business and Industry
- Athletic Trainer
- Assistant Director/Textbook Buyer, Bookstore
- Administrative Assistant, Student Services

Initial salary placement commensurate with experience and education.

APPLICATION DEADLINE:

FRIDAY, MAY 15, 1992 AT 5:00 P.M.

TO RECEIVE AN APPLICATION AND ANNOUNCEMENT, CONTACT:

VICTOR VALLEY COLLEGE

Personnel Office
18422 Bear Valley Road
Victorville, CA 92392-0609
(619) 245-4271, ext. 500
FAX: (619) 245-7221

Equal Opportunity, Affirmative Action, Title IX Employer



UNITED STATES SPORTS ACADEMY

The United States Sports Academy is located in Daphne, Alabama close to the white sand beaches of the Gulf Coast and across the bay from Mobile, Alabama. The Academy is the only accredited institution of higher education in sport in the United States. The Academy is seeking applicants for the following positions:

CHAIRMAN OF SPORT COACHING

Responsible for supervising, promoting, and instructing in the sport coaching curriculum. Doctorate in Physical Education or related field required with coaching experience at the college-level preferred.

DIRECTOR OF RESEARCH

Responsible for conducting research activities of Academy faculty. Prior experience with funded research desired. Ability to conduct research at the doctoral level including research field required. Teaching experience at the college level preferred.

INTERNSHIP PROGRAMS A student should send:

- a letter of application
- current resume or curriculum vitae
- copy of transcripts
- 3 letters of recommendation

Materials should be sent to:

United States Sports Academy
Attn: Search Committee
One Academy Drive
Daphne, Alabama 36526

Application Deadline ASAP
Salary and Benefits: Commensurate with credentials and experience

USSA is an Equal Opportunity Employer

PUBLIC RELATIONS DIRECTOR

Carnegie Mellon University seeks a Public Relations Director for the Graduate School of Industrial Administration responsible for all areas of public relations, including national and regional media relations. Duties include preparation of press materials, publications writing and editing, and coordination of PR programs supporting GSIA administrative and academic departments. BA or equivalent experience (MA preferred), including 3-5 years national public relations experience and knowledge of business press required.

Send resume referencing job #5337 to: Carnegie Mellon University, Employment Office, Smith Hall, Pittsburgh, PA 15213-3890. An Affirmative Action/Equal Opportunity Employer.

Sheldene/Aquaculture: Fisheries/Biostatistics/Treasurer track faculty position. Teach courses in Aquaculture, Fish Physiology, Ichthyology, and Fish Pathology. Development of overviews and lectures; directing students' research projects; maintaining extensive library; student advisement; college service; publication of research papers. Doctorate in Fisheries Science or related discipline required. Record of successful teaching experience.

French: Non-majors: Full-time French and Spanish position to be filled by tenure-track member on leave. Teaching duties: French I, French II, French III, and first year Spanish. Major's letter of application, vita, graduate transcript, three current letters of recommendation, and teaching statement. Department of English and Foreign Languages, Room 759, 1100 Hemlock Street, Homewood, Pittsburgh, PA 15261. Application deadline: May 4, 1992. Applications will be accepted until position is filled.

Letter of application, resume, and vita, and three letters of recommendation should be sent to: Dr. James C. Riedel, Department of Biology, Rider College, Lawrenceville, New Jersey 08848.

Geodesy Geologist: Applications are invited for a full-time, 1-year faculty appointment as Associate/Assistant Professor in the Department of Biology, Rider College, Lawrenceville, New Jersey 08848.

Graphic Arts: Applications are invited for a full-time, 1-year faculty appointment as Associate/Assistant Professor in the Department of Biology, Rider College, Lawrenceville, New Jersey 08848.

Graphic Arts: Alabama State University is investigating a possible temporary appointment in the area of Graphic Arts at the Department of Art. Preference level is AA/AS. Position is full time for one year beginning September, 1992. Responsibilities will include teaching of graphic design, computer graphics, studio art, and design courses in undergraduate programs and position is filled. Rider College is an equal opportunity employer.

French: Non-majors: Full-time French and Spanish position to be filled by tenure-track member on leave. Teaching duties: French I, French II, French III, and first year Spanish. Major's letter of application, vita, graduate transcript, three current letters of recommendation, and teaching statement. Department of English and Foreign Languages, Room 759, 1100 Hemlock Street, Homewood, Pittsburgh, PA 15261. Application deadline: May 4, 1992. Applications will be accepted until position is filled.

Graphic Arts: Alabama State University is investigating a possible temporary appointment in the area of Graphic Arts. The position is open and salary is determined by the department. Rank is open and salary is determined by the department. The position is full time for one year beginning September, 1992. Responsibilities will include teaching of graphic design, computer graphics, studio art, and design courses in undergraduate programs and position is filled. Rider College is an equal opportunity employer.

SAN FRANCISCO BAY AREA Faculty and Management Openings

The Peninsula Community Colleges are located in the nation's most desirable region to live, work, and play. Near San Francisco, the Peninsula Colleges are in the center of an incredibly cosmopolitan and scenic area which includes the Pacific coastline, famous wineries and restaurants and pleasant year-round climate.

Full-time, tenure-track faculty positions in the following disciplines are now available for the Fall term:

Anthropology	English	English as a Second Language
Biology	Literature	ECOS Counsellor
Business	Math	Media and Communications
Chemistry	Music	Photography
Computer Info. Sys.	Nursing	Speech/Media/Communication
Counselor (2)		Disabled Students Counsellor

Academic management positions include:

- Dir. of Educational Development (Dean Level)
- Dean of the College (Instructional)
- Assistant Dean of Instruction (Comm., Arts & P.E.)
- Assistant Dean of Student Services

For more information, a copy of the announcement and application form, contact:

Peninsula Community College District
Personnel Office
331 East Eighth Street
Oakland, CA 94602
Voice: (510) 466-7297 FAX: (510) 835-4078 TDD/TTY: (510) 466-7279

Minorities, women and disabled persons are encouraged to apply. Peninsula Colleges is an AA/EEO employer.

UNLV COLLEGE OF HEALTH SCIENCES

The University of Nevada, Las Vegas is one of the fastest growing universities in the nation with a current enrollment of more than 14,500 students. UNLV was recently cited in U.S. News & World Report (1990-91) as one of the nation's "up-and-coming" colleges and universities in the United States. Located in a cosmopolitan Las Vegas, the university has a strong support of the community's rapidly growing population of 850,000 residents.

The College of Health Sciences is currently searching for the following positions:

Health Physics Program Assistant/Associate Professor.

Department of Clinical Laboratory Sciences Assistant/Associate Professor.

Department of Nursing Assistant/Associate Professor.

Department of Physical Therapy Two Assistant/Associate Professors.

Program—Assistant/Associate Professor.

Salary: Rank and salary are commensurate with experience and education.

APPLICATION: Submit letter of application, current vita, and three letters of reference to Dr. Vicki Curwin, Dept. College of Health Sciences, 4805 Maryland Parkway, Las Vegas, Nevada 89154. Applications will be accepted until May 1, 1992. The University of Nevada, Las Vegas is an Equal Opportunity/Affirmative Action Employer and employs only U.S. Citizens and aliens authorized to work in the U.S.

Applications should send:

United States Sports Academy
Attn: Search Committee
One Academy Drive
Daphne, Alabama 36526

Application Deadline ASAP

Salary and Benefits: Commensurate with credentials and experience

USSA is an Equal Opportunity Employer

UNIVERSITY OF MARYLAND COLLEGE PARK LIBRARIES

Associate Librarian II Special Collections Cataloger

The University of Maryland College Park Libraries invites applications for the position: Associate Librarian II, Special Collections Cataloger.

RESPONSIBILITIES: To provide original bibliographic records for library collections, archival materials and rare books cataloging.

QUALIFICATIONS: Required: ALA-accredited Master's degree in Library Science. Minimum of one year of professional experience preferable including knowledge of AACR2 rules (knowledge of English and cataloging preferred). Knowledge of rare book bibliography and cataloging preferred. Knowledge of one European language, preferably German.

SALARY: \$25,664 minimum. Salary commensurate with experience. Excellent benefits. For full consideration, submit résumé and names/addresses of three references by May 4, 1992. Applications will be accepted until position is filled.

Send resume referencing job #5337 to: Ray Foster, Personnel Librarian, Library Personnel Services, McNeilian Library, Univ. of MD, College Park, MD 20742-3701.

EQUAL OPPORTUNITY EMPLOYER. MINORITIES ARE ENCOURAGED TO APPLY.

French: Non-majors: Full-time French and Spanish position to be filled by tenure-track member on leave. Teaching duties: French I, French II, French III, and first year Spanish. Major's letter of application, vita, graduate transcript, three current letters of recommendation, and teaching statement. Department of English and Foreign Languages, Room 759, 1100 Hemlock Street, Homewood, Pittsburgh, PA 15261. Application deadline: May 4, 1992. Applications will be accepted until position is filled.

Letter of application, resume, and vita, and three letters of recommendation should be sent to: Dr. James C. Riedel, Department of Biology, Rider College, Lawrenceville, New Jersey 08848.

Geodesy Geologist: Applications are invited for a full-time, 1-year faculty appointment as Associate/Assistant Professor in the Department of Biology, Rider College, Lawrenceville, New Jersey 08848.

Graphic Arts: Applications are invited for a full-time, 1-year faculty appointment as Associate/Assistant Professor in the Department of Biology, Rider College, Lawrenceville, New Jersey 08848.

Graphic Arts: Alabama State University is investigating a possible temporary appointment in the area of Graphic Arts. The position is open and salary is determined by the department. Rank is open and salary is determined by the department. The position is full time for one year beginning September, 1992. Responsibilities will include teaching of graphic design, computer graphics, studio art, and design courses in undergraduate programs and position is filled. Rider College is an equal opportunity employer.

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GEORGETOWN UNIVERSITY LAW CENTER

ASSISTANT DIRECTOR
FOR STUDENT SERVICES

New Position

Georgetown University Law Center is seeking an Assistant Director for Student Services to oversee on-campus housing. Located a few blocks from the U.S. Capitol, the Law Center attracts students from over 250 colleges and universities including many foreign institutions. One of the largest law schools in the country, our community is both culturally and racially diverse, with substantial evening and graduate programs.

The Law Center will complete its Student Center by the Fall of 1993 and the first time will offer on-campus housing to 300 students. We are seeking an individual experienced in the student housing field, and would be particularly interested in candidates with experience in professional and graduate school housing.

The Office of Student Services is responsible for promoting an environment that creates a positive community among the diverse groups represented in the Law Center's faculty, staff and faculty. Its programs and services aim to enhance the academic mission of the Law Center by providing opportunities for leadership development and creative intellectual growth.

Duties include: management and administration of Student Center with apartments that house 300 students; selection, hiring, supervision and evaluation of staff; planning and policy formulation; interpretation and enforcement for residents, room assignments, operating budget; personnel administration; building services including mail room, computer room, copy room and service facilities; ensuring a living environment conducive to academic pursuits; social interaction and student development.

The position requires a Master's degree in Student Personnel, Higher Education or related field with a minimum of four years' housing management and supervisory experience. The position is a full-time, five-in-months negotiable appointment with initial contract for one year. Salary range \$22,000-\$28,000 based upon experience.

Resume, salary requirements and references should be sent no later than May 8 to:

Assistant Dean Everett Bellamy
Georgetown University Law Center
800 New Jersey Ave., NW
Washington, DC 20001

Georgetown University is an Affirmative Action, Equal Opportunity Employer.

SCHOOL
ADMINISTRATION
Fall 1992

The College seeks to fill a full-time, tenure-track position for an Associate Professor of Education and Coordinator of the Graduate Program in School Administration. Duties include teaching an appropriate number of courses within the Undergraduate and Graduate Programs as well as directing and supervising the activities of the Programs which lead to the Master of Education degree or the Certificate of Advanced Graduate Study in Education with an emphasis in School Administration. Doctorate in Education required; emphasis in secondary education preferred. Public school teaching and experience as an administrator serving K-12 students required; evidence of scholarly activities and experience with NCATE accreditation preferred. Terminal degree from an accredited institution in the discipline to be taught and six years of teaching experience, at least three of which must have been at an accredited college, minimum required. Salary is dependent upon qualifications and experience. Submit letter of intent, curriculum vita and the names, addresses and telephone numbers of three professional references to Professor W. David Englund, Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325.

Bridgewater STATE COLLEGE

History: Wayland Baptist University invites applications for Assistant Professor of History, earned doctorate preferred. Began April 1992. Major field European history. Applications through April 30 to Dr. Eddie Deneen, Chair, History Seminar, 1900 West 7th Street, Plainview, Texas, 79072. Include interest in Wayland, resume.

History: Drift Cliff College. History Department seeks faculty member for a ten-year rank track position beginning Fall 1992. Required: Ph.D. required. Primary teaching responsibility in American History (including economic or social) and three hour course in Secondary Education/Social Science Methods. Also teach courses in one or more of the following: Pacific Basin, Developing Countries,

Assistant Director
for Building Services
UNIVERSITY STUDENT COMMONS
DIVISION OF STUDENT AFFAIRSVirginia
Commonwealth
University

The Assistant Director for Building Services is responsible for the daily operations of the University Student Commons. This 20,000 square foot college union facility with a 51,188 square foot addition now under construction to open in early 1993, on the Academic Campus of Virginia Commonwealth University. Responsibilities include facilities management, staff supervision (full-time and student), financial management, policy/procedure development and coordination of building user services/activities. Master's degree and two years of full-time experience in college/university facilities/activities/operations, higher education, recreation or related field required. Excellent oral and written communication skills are required. Prior management with a culturally diverse population in a higher education setting. Experience with a non-traditional, urban campus is desired as is experience with micro-computing/networks in facility operation applications. Starting salary to be determined based on experience. Range is \$25,000-\$28,000 based on experience.

The University offers competitive salaries and an outstanding staff benefits program including 5 weeks paid vacation, comprehensive health care coverage, group term life insurance, dental assistance plan, an exceptional retirement program featuring immediate vesting.

For consideration, please forward a letter of application and two copies of your resume to:

The University of Michigan
Employment Services
2031 "ADTB"
Administrative Services Bldg.
Ann Arbor, MI 48109-1432

A non-smoking, affirmative action employer.

UNIVERSITY OF FLORIDA
Associate Director of Physical Plant
for Architecture and Engineering

The University of Florida's Physical Plant Division has a current opening for an Associate Director. The University of Florida is a land-grant institution, affiliated with the Association of American Universities (AAU). Dedicated to teaching, research, and extension, the University has a student enrollment of 34,000 and employs approximately 11,000 faculty and staff members.

The Physical Plant Division, with over 800 employees and an operating budget of \$30 million, is responsible for facilities functions including building and grounds maintenance, utilities, telecommunications, custodial, and architectural engineering services.

The Associate Director for Architecture and Engineering works for the Director and assists the Director in management of the Division. The engineering major responsibilities are management of project planning, design and construction functions.

Salary: \$35,200-\$35,000 commensurate with qualifications.

Minimum Qualifications: A bachelor's degree in engineering, architecture or a related facility management field and a minimum of six years' experience in facilities or engineering management in an institution setting are strongly preferred.

Please send cover letter and resume to James A. Targaglino, University Personnel Services, 4th Floor Stadium 82576, Gainesville, FL 32611. Applications must be received by May 30, 1992.

AIAEEO

History/International Studies: Third World, Latin America, Assistant professor, start summer 1992. Teach world survey (including Latin America), advanced courses and direct supervision. Apply by 30 May 1992 to Secretary, Dept. of History, Department of History, University, Petersburg, Virginia 23806.

Hotels/Motels/Resorts: University Management, Associate Dean for Graduate Studies, Contact N. Dillon

College of Hotel and Restaurant Management, 12-month position. Duties include teaching, research, and administration. Ph.D. required. Salary: \$25,000-\$30,000.

Human Resources: Manager, Human Resources, Department of Hotel and Restaurant Management, 12-month position. Duties include teaching, research, and administration. Ph.D. required. Salary: \$25,000-\$30,000.

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Human Resources:



BRADFORD COLLEGE
Haverhill, Massachusetts
**VICE PRESIDENT
AND DEAN OF STUDENTS**

Bradford College invites nominations and applications for the position of Vice President and Dean of Students. It seeks an outstanding student affairs leader and administrator to advance Bradford's respected and innovative program of practical liberal arts education.

College Description: Founded in 1853, Bradford College enrolls 800 men and women and is located in Haverhill, Massachusetts 35 miles north of Boston. Over the last nine years, the Bradford Plan for a Practical Liberal Arts Education has been recognized for its compelling combination of a core curriculum, cross-disciplinary majors, practical minors, skills and career preparation, independent and supported learning methods, and cocurricular, residential and experiential learning opportunities. This strong academic program awaits the fresh and creative leadership of the next Dean of Students.

Responsibilities: The Vice President and Dean of Students, appointed by and reporting to the President, is responsible to advance student development, to further the cocurricular program of the Bradford Plan and to manage admissions policies, providing academic leadership to the faculty, making recommendations to the President in all matters concerning the appointment of the instructional faculty, encouraging faculty research, as well as encouraging student development and involvement in cocurricular activities, and to oversee the supervision of academic programs at the College. The Vice President is responsible for supervising the enrollment management efforts of the College and coordinates the establishment of enrollment goals and policies. Those offices reporting directly to the Vice President include the academic deans and programs, the enrollment management section, the library, the computer center, and the registrar.

Qualifications: An earned doctorate is required as are teaching experience and a demonstrated record of success in academic administration.

Candidates should be able to show a record of scholarly achievement and teaching success as well as an understanding and appreciation of the Jesuit philosophy of higher education. Experience in a Jesuit college or university will be favorably regarded.

The College, founded in 1853, is a fully accredited, coeducational college with 3,600 undergraduate students, 400 graduate students, and over 2,000 alumni. It is an independent Catholic college in the Jesuit tradition.

Application Procedure: Closing date for applications is May 1, 1992

to the President. Applications should be submitted to the search committee chair, Dr. Robert L. Clegg, Chair, Search Committee, Box 108, Bradford College, Haverhill, MA 01835.

Required Qualifications:

- Earned doctorate in relevant field or a Master's degree with significant relevant experience.
- Significant student development experience in liberal arts college.
- Demonstrated commitment, understanding, and appreciation for the liberal arts and sciences and their cocurricular expression.
- Strong leadership and management skills in collegial mode and management.
- Commitment and ability to develop knowledge, respect and programming in increasingly diverse student body; multicultural, international, residential-commuter, traditional-older.
- Evidence of professional development and activity.

Salary range provided upon application.

Position Available June-July 1, 1992.

Procedure: The Search Committee must proceed with deliberate speed for this appointment and will invite candidates for interviews and can make a decision by May 1. Applications will be reviewed immediately as received and will be considered until the appointment is made. Bradford College is strongly committed to diversity in student body and staffing. Applicants should send a letter describing how they believe their qualifications and experience fit this assignment; a résumé; and the names, addresses and telephone numbers of three references. Applications and nominations should be sent to:

Ms. Barbara Canney, Chair
Vice President and Dean of Students Search Committee
Bradford College
Bradford, MA 01835

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**VICE PRESIDENT
College of San Mateo**

The Chancellor and Board of Trustees of the San Mateo County Community College District invite applications for the position of Vice President for Instruction at the College of San Mateo.

The College of San Mateo is a comprehensive community college located atop the San Mateo foothills on a 153-acre site overlooking San Francisco Bay. Part of a three college district, CSM has an enrollment of over 15,000 students, and is recognized widely for its distinguished faculty, broad range of academic and occupational programs, and successful student transfer ratio.

The 8-step, 1990-91 salary schedule for Vice President is from \$74,168 to \$81,976. The District also offers a generous benefit package.

Application deadline is May 8, 1992.

Please request the job announcement and official Application for College Vice President from:

Office of Human Resources
San Mateo County Community College District
3401 CSM Drive, San Mateo, California 94403
Phone: (415) 574-6555 Fax: (415) 874-6866
Job Line (415) 574-6111

An Equal Opportunity/Affirmative Action Employer.

Special Education: Exceptional Education, Assistant or Associate Professor in Exceptional Education with specialization in emotional disturbance, responsibilities: teaching, research, consultation, supervision, and evaluation of students with emotional disturbance; additional teaching in learning disabilities and general special education, computer usage with graphics, library, computers, with grantsmanship, program planning, collaboration and interaction. Some student teacher and to-

ternship.

Qualifications: Doctorate in exceptional education with specialization in emotional disturbance or related field. Minimum three years' public school teaching experience with emphasis in emotional disturbance; additional teaching in learning disabilities and general special education, computer usage with graphics, library, computers, with grantsmanship, program planning, collaboration and interaction. Some student teacher and to-

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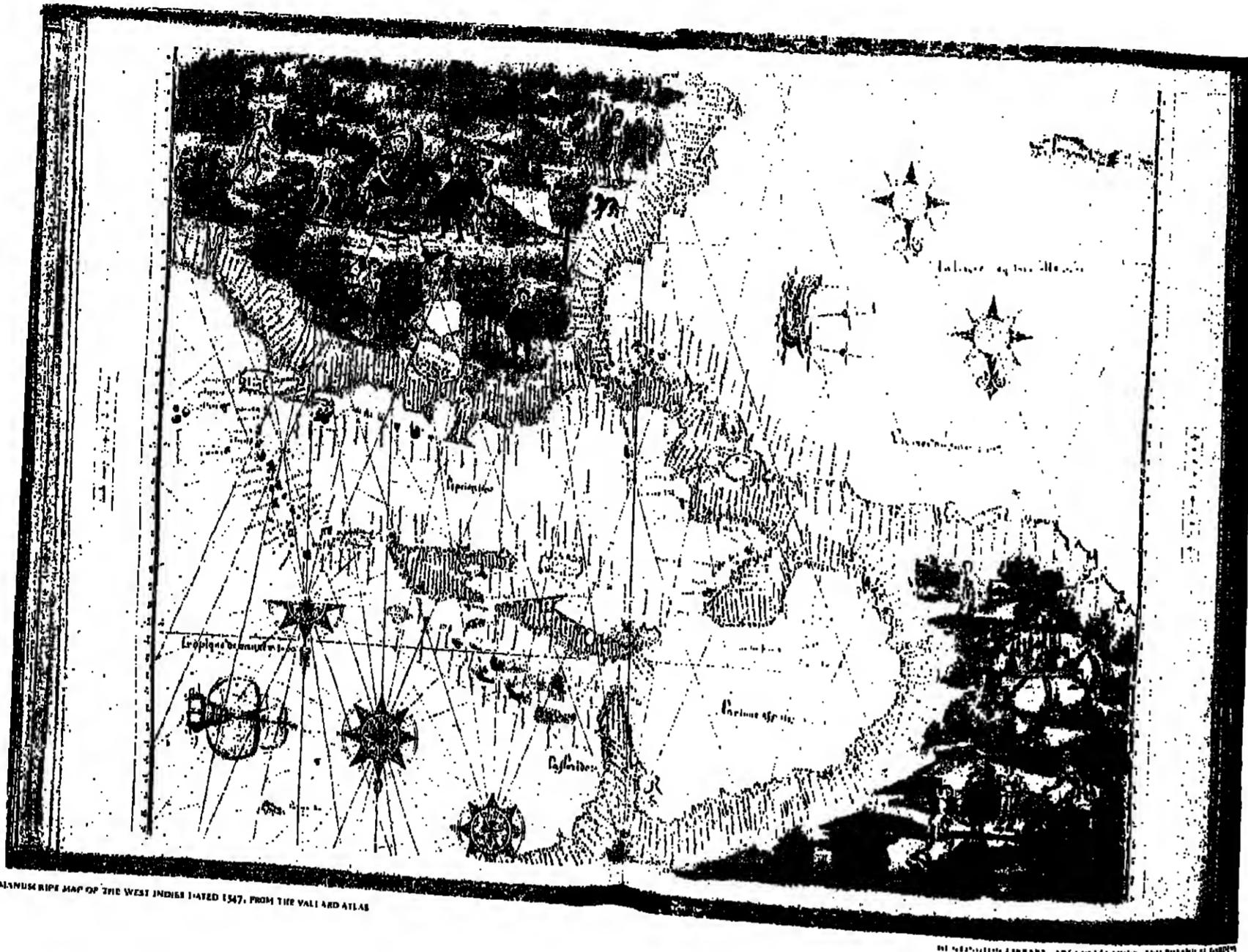
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End Paper



The Legacy of Spain in the Americas, 1492-1600

THE PRESENCE of native peoples in the Americas created religious, legal, moral, and philosophical problems for their conquerors. Spanish opinion ranged from seeing Native Americans as "noble savages," innocent alike of sin and civilization, to viewing them as irrational subhumans. Gonzalo Fernández de Oviedo, author of one of the best-known early works about the New World, considered them to be "lazy and vicious, . . . a lying, shiftless people," whereas Bartolomé de las Casas, writing at the same time, was arguing vehemently that they were "without evil and without guile."

To their credit, the Spanish monarchs of the sixteenth century invited relatively free and frank discussion not only on the nature of the indigenous American peoples but also on the fundamental right of the Monarchy to rule over them.

"Spain in the Americas 1492-1600: What Is the Legacy?" an exhibition of rare books, maps, and manuscripts, will be at the Huntington Library in San Marino, Cal., through October. The exhibition includes the oldest known letter written by Columbus to his son Diego. It was written shortly before the explorer embarked on his fourth voyage in 1502. The letter, thought to be lost, was recently rediscovered at the Huntington.

The text above is by William Moffett, director of the library, and William France, the curator of the exhibition. It is excerpted from the exhibition brochure.

Charles V threatened the interests of Spanish conquistadors when he enacted the "New Laws" of 1542. Although political unrest in the Americas forced him to retreat, how to treat the Americans remained an open question, reaching a symbolic climax in a formal debate held in 1550-51 at Valladolid between Las Casas and Juan Ginés de Sepúlveda. There was no certain victor, yet Las Casas continued to get his radically pro-Native American opinion printed, while Sepúlveda was forbidden to publish. Indeed, it was the very frankness of Spanish self-criticism that provided Protestant England and its allies with much of the ammunition for the "Black Legend" of inherent Spanish cruelty. In Spanish America, there more than in other, later European empires, ethical considerations on the just treatment of Native Americans deeply influenced political decisions, even at the risk of civil war.

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Government & Politics

National Effort Sought to Aid Black Ph.D. Candidates

Continued From Page A27
design. "It's not just the provision of money, but the intensity of the interpersonal contact," he said.

Not Necessarily Identical

While the endowment program has worked well, Richard W. Jonson, executive director of the Western Interstate Commission for Higher Education, said other efforts would be similar, but not necessarily identical. For example, some may seek to attract members of different minority groups, depending on the enrollment patterns and demographics of different parts of the country. Or a program may opt to provide loans for doc-

toral study instead of grants, and forgive the loans if the student agrees to stay in the region as a faculty member for a specific time period.

The critical element, said Frank C. Abbott, coordinator of the effort for the Western commission, is that the programs "personalize the educational opportunity for each scholar."

Mr. Jonson said budget deficits in many states might initially limit how far the efforts could go, but that some action was essential. "Everybody acknowledges that something has to happen. We cannot live with things as they are today, or tomorrow will be unacceptable," he said.

Enthusiastic Support

"I'm convinced that it's possible to have these programs, but we may have to design them a little differently than the Florida pro-

gram," Mr. Musick said. "We'll make sure we're not breaking the law, if anyone can figure out what the law is."

Success stories from the Florida program provided the inspiration for what state and regional officials are trying to do, they say.

One former fellow, Tommie H. Stewart, a professor of theater at Alabama State, but also received an honorary doctorate from Buena Vista College in Iowa, where she gave a commencement address, and won a recurring role on NBC's "In the Heat of the Night."

"I don't know whether any of this would have happened had it not been for the foundation's believing that somewhere out there, somebody wanted to do more," she said.

son State University. "I was giving 150 per cent of myself, using all of my time to teach and develop students in the arts, but without the credentials necessary to even warrant much financial support for the program I had created."

Since receiving her Ph.D., Ms. Stewart has not only joined the faculty of Alabama State, but also received an honorary doctorate from Buena Vista College in Iowa, where she gave a commencement address, and won a recurring role on NBC's "In the Heat of the Night."

"I don't know whether any of this would have happened had it not been for the foundation's believing that somewhere out there, somebody wanted to do more," she said.

Problems Plague SSC's Construction, 2 Studies Assert

Continued From Page A27
lion by delaying completion of the project by 13 months.

Mr. Rezendes said the construction of the two particle detectors could also lead to much higher costs than had been anticipated, particularly if the groups of scientists building them fail to obtain foreign contributions. Energy Department officials hope to build the two detectors for a total of \$1-billion, \$500-million of which would be from foreign sources. Although the department has allocated a total of \$550-million for the two detectors, Mr. Rezendes added, one of the groups this month submitted a cost estimate of \$584-million.

Design Changes Are Cited

In the second Congressional study, investigators for the subcommittee said \$105-million in additional costs and \$15-million in savings had resulted from changes in the design and construction of the supercollider for which contractors had obtained approval from February 1991 to February 1992. That translated to a \$90-million increase in projected costs, they said.

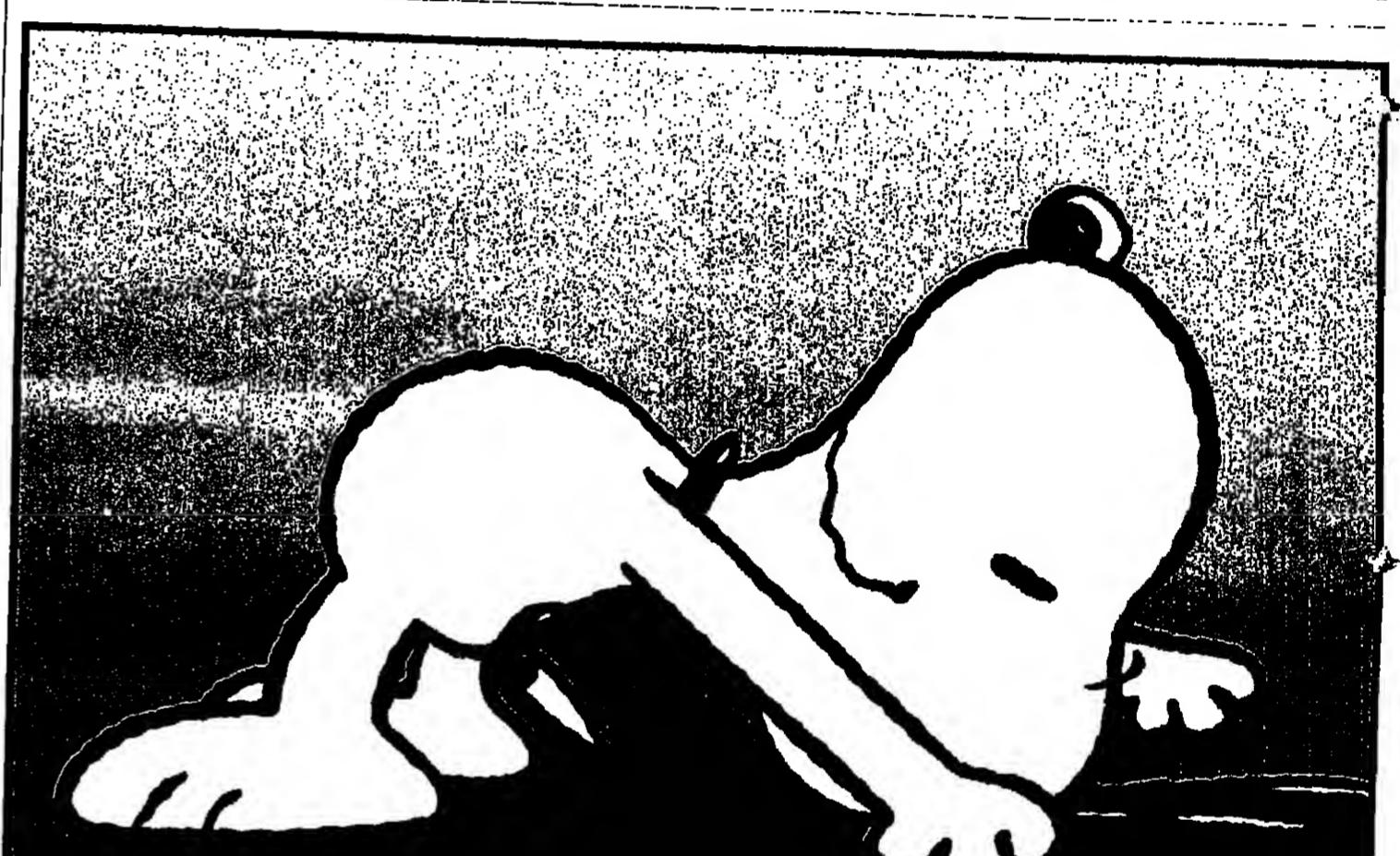
Rep. George E. Brown, Jr., a California Democrat who chairs the House science committee, said in an interview that if it appeared that rising federal spending for the construction of the supercollider was squeezing out other research programs in the Energy Department, he intended to oppose the project.

"I want to see a balanced program, not one in which good research proposals, fairly small in relative terms, are completely precluded in relative terms because of commitments to a huge wave of spending for the Superconducting Supercollider," he said.

Support May Evaporate

"We have said from the beginning that our support for the SSC is conditioned upon its not having a destructive effect upon the other research funding in the department."

But if it appears that it is, he added, "we'll be more than willing to change our position and oppose the SSC. It could happen as early as this year."



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WASHINGTON UPDATE

- Lawmakers criticize NSF's 1987 study on supply of scientists
- Report says colleges' graduation rates are not comparable
- Director of NIH human-genome project is expected to resign
- Teachers for a Democratic Culture criticizes NEH nominees

Members of Congress criticized the National Science Foundation last week for a controversial draft report it issued in 1987 that predicted a coming shortage of scientists.

Rep. Howard Wolpe, a Michigan Democrat and chairman of the House Science, Space, and Technology Committee's oversight subcommittee, said at a hearing that "the agency's drive for an increased education budget" was partly to blame for the study's prominence, despite what he conceded were methodological flaws.

Mr. Wolpe also cited Congress-

sional investigators who checked with nine individuals inside and outside the agency who were supposed to have reviewed the study, according to a letter from the agency to Congress. Eight of them said they had provided no formal review and the ninth person could not remember if he had, the investigation found.

Mr. Wolpe added: "The credibility of the foundation is seriously damaged when it is so careless about its own work product."

Walter E. Massey, who took over as director of the NSF well after the report was written, told Mr.

It specifically made no attempt

to analyze whether the demand for workers with undergraduate science and engineering degrees would go up or down during that period—that is, whether the supply would fall short of the demand.

—COLLEEN CORDES

Colleges cannot produce comparable graduation rates that would be of much use to students or their parents by 1993 as a federal law required.

The report, issued by the office of policy research and analysis, was never endorsed by the foundation as representing its official policy. It was based on the assumption that the number of undergraduate degrees awarded in the natural sciences and engineering would go down as the number of college-age students declined. It projected a "shortfall" of nearly 700,000 people with such training by early in the next century.

The report says the primary obstacle to collecting graduation rates is that the figures are not comparable from one college to the next. The report cites many differences among colleges, including various definitions for "graduate" or "completer."

"The most realistic expectation is that institutions can immediately begin tracking entering students and disclose or report persistence rates until the first cohort matures," the report says. It says that tracking a freshman class at a four-year college over a six-year period would produce the first graduation rates in 1998.

The report says that it will take even more time to compile data on students who transfer to other colleges, seek employment, or pass professional licensing exams.

Tracking students who transfer will require more cooperation of statewide governing boards, the report says. It says that compiling job-placement rates will require matching computer records of graduates with state unemployment records and deconstruction.

Determining which institutions better prepare students to pass licensing examinations in particular professions will be difficult, the report says. Noting that the passing grade varies from state to state, the report concludes that "even if the data were collectable, their comparability would be problematic."

Copies of the report, "Postsecondary Student Outcomes: A Feasibility Study," are available for \$5.00 from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh 15250-7954.

—THOMAS J. DELOUGHRY

Nobel Prize-winner James D. Watson is expected to resign his position as director of the National Center for Human Genome Research at the National Institutes of Health.

"He has very strongly considered resigning, and he is presently formulating his decision, but no final decision has yet been made," said Leslie Fink, a spokeswoman for the project.

The expected decision, first reported in *Science* and *Nature* magazines, seems to have been instigated by a rift between Mr. Watson and Bernadine P. Healy, the director of the NIH.

Dr. Healy has asked the ethics

Government & Politics

Government & Politics

'Pork' Money Rises Faster Than Aid Based on Merit

Continued From Page A26

office at the Department of Health and Human Services to investigate charges, brought by a financier interested in setting up a gene-splicing business, that Mr. Watson acted improperly in trying to dissuade the businessman from starting his company.

Mr. Watson reportedly believes that Dr. Healy, in bringing the charges to the ethics office, is trying to force him out.

The two have strongly and publicly disagreed over the question whether the government should patent the thousands of genes discovered before determining whether the genes are of medical value. Mr. Watson, according to Mr. Fink, shares the alarm of university researchers who fear that the NIH will try to patent the majority of human genes and prevent others from using them to conduct basic research or develop commercial products.

Dr. Healy has been a strong sup-

porter of the effort to patent genes, stating that it is in the best interest of the agency to pursue the policy so that the NIH would not lose the patent rights while public discussion of the policy occurs.

Johanna L. Schneider, a spokeswoman for Dr. Healy, said that allegations that the NIH director was trying to force out Mr. Watson were "absolutely untrue."

"There are some questions that he and the department will have to work out about his financial disclosures, but there are a number of options that will be considered this week," Ms. Schneider said.

WASHINGTON ALMANAC

IN FEDERAL AGENCIES

Student aid. The Education Department has issued final rules implementing an amendment to the Higher Education Act. The rules allow residents of the Federated States of Micronesia and the Republic of the Marshall Islands to receive Pell Grants and other forms of federal student aid (*Federal Register*, March 13, Pages 9,004-6).

Veterans' education benefits. The Department of Veterans Affairs has issued interim regulations for the Persian Gulf War Veterans' Benefits Act of 1991. The regulations set increases for educational assistance for eligible veterans to receive degrees under the Montgomery GI Bill. Comments must be received by May 8 (*Federal Register*, April 8, Pages 11910-2).

NEW BILLS IN CONGRESS

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

College costs. HR 4595 would, in part, permit the penalty-free use of Individual Retirement Accounts to pay tuition costs, provided that the money is returned to the IRA within five years. By Representative Frank (R-Con.).

Community-development grants. HR 4568 would make partnerships between state or local governments and institutions of higher educational eligible for Community Development Block Grants. By Representative Erdreich (D-Ala.).

Foreign students. HR 4595 would require colleges and universities that receive federal science- and mathematics-research grants and use the funds to support foreign graduate students to explain to the granting agency why Americans are not receiving the money, and to submit to the National Science Foundation periodic reports describing their use of such grants for the benefit of foreign students. By Representative Henry (R-Mich.).

Scholarships. HR 4742 would establish a program to provide merit-based grants to community colleges for facilities and equipment for science education. By Representative Brown (D-Cal.) and two others.

Student aid. HR 4742 would establish scholarships for students who pledge to the group's opposition to the nominees. "The group of eight that we have nominated is a distinguished and comprehensive one," she said.

"They are Democrats, independents, and Republicans. It is truly a comprehensive slate."

Clarie del Real, a spokeswoman for the NEH, said she was puzzled at the group's opposition to the nominees. "The group of eight that we have nominated is a distinguished and comprehensive one," she said.

Students, aid, HR 4742 would establish scholarships for students who pledge to the group's opposition to the nominees. "The group of eight that we have nominated is a distinguished and comprehensive one," she said.

paid for with earmarks is necessarily bad. "In the short run, it's not as if people aren't being employed. It's not as if science isn't being done. It's not as if the science that's being done is garbage," he says.

Critics and supporters of earmarks agree that the number of universities interested in winning such support will probably continue to grow, as individual institutions and their representatives in Congress vie for a share of the pie.

Says James D. Savage, an assistant professor of government at the University of Virginia who tracks trends in academic earmarks: "It certainly seems like it's increasing in a rather unconstrained fashion, and I think it's going to get even bigger."

Continue support, and Congress has insisted that it be awarded. In a few other cases, the work will be conducted on the university's campus but the money will not be spent directly by the university, or the university will spend the money as a subcontractor. Before they will release the funds, many agencies require the universities to submit acceptable proposals for the work for which Congress has designated money.

In a few instances, some of the money will go to businesses or government agencies that are working with the universities.

The list may not be complete. Some projects are difficult to de-

Continued on Following Page

College Projects That Received Congressional Earmarks

By COLLEEN CORDES
and JACK GOODMAN

WASHINGTON

The following list includes most of the projects involving universities that Congress has directed federal agencies to support this year. The agencies did not request money for the projects listed here and did not sponsor merit-based competitions to determine which institutions should get the awards in fiscal 1992.

In a few instances, an institution

in previous years had competed for

money for a particular project un-

der the agency's normal proce-

dure. In those cases, however, the

agency has since sought to discon-

tinute go with the university named. In other cases, the work will be conducted on the university's campus but the money will not be spent directly by the university, or the university will spend the money as a subcontractor. Before they will release the funds, many agencies require the universities to submit acceptable proposals for the work for which Congress has designated money.

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Continued on Following Page

Status of Federal Legislation

As of 6 p.m. April 9, 1992. Bold type indicates changes since March 19, 1992.		
LEGISLATION	MAJOR PROVISIONS	STATUS
Copyright HR 4432, S 1035	BOTH BILLS: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	HOUSE: Approved by subcommittee March 12, 1992 SENATE: Passed September 27, 1991 S Rep 102-141
Education research HR 4014, S 1278	BOTH BILLS: Would authorize the Education Department's Office of Educational Research and Improvement. Would create new programs to disseminate the results of research sponsored by the office. HOUSE BILL: Would create a Board of Directors for the Office of Educational Research and Improvement. SENATE BILL: Would create a Council on Research and Evaluation, Research and Improvement.	HOUSE: Approved by subcommittee April 2, 1992 SENATE: Approved by committee March 18, 1992
Job training HR 3033, S 2055	BOTH BILLS: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs authorized under the act to state and federal efforts to reform the welfare system.	HOUSE: Passed October 9, 1991 H Rep 102-240 SENATE: Approved by committee March 11, 1992 S Rep 102-264
National Institutes of Health HR 2807	BOTH BILLS: Would authorize the National Institutes of Health. Would limit the Administration's system of grants and contracts involving the transformation of fetal tissue. Would establish additional standards concerning problems affecting women. Would ensure that clinical trials using NIH funds include women as subjects unless research can present compelling arguments against (or excluding them). Would make it more difficult for the Secretary of Health and Human Services to block independently-supported studies on sexuality and other controversial topics. HOUSE BILL: Would place new limits on the money universities could receive for the overhead costs associated with federal grants.	HOUSE: Passed July 26, 1991 H Rep 102-136 SENATE: Passed April 2, 1992 S Rep 102-263
National Science Foundation HR 2282	HOUSE BILL: Would amend the 1988 law that authorized the National Science Foundation for five years by raising the foundations budget ceiling of total \$1.62 to the present amount of over \$2.1 billion. The amendment would also add up to \$3.5 million to the program to promote research facilities and up to \$3.5 million to start a new program of research grants.	HOUSE: Passed July 11, 1991 H Rep 102-131
Research facilities HR 2407, S 644	BOTH BILLS: Would make it a federal crime to tamper with facilities used for research on animals or to damage them and facilities.	HOUSE: Approved by committee April 1, 1992 SENATE: Passed October 16, 1991 S Rep 102-141
Science education HR 2996	BOTH BILLS: Would address some problems of the national science foundation. Would require the foundation to award grants to colleges for science and mathematics education.	HOUSE: Approved by committee April 2, 1992 In conference
Student aid HR 3553, S 1150	HOUSE BILL: Would reauthorize the Higher Education Act for five years. Would increase the maximum amount of loans and grants for undergraduate students from \$3,000 to \$3,500 per year. Would increase the maximum amount of loans and grants for graduate students from \$6,000 to \$6,500 per year. Would increase the maximum amount of loans and grants for independent students from \$3,000 to \$3,500 per year. Would increase the maximum amount of loans and grants for families with annual incomes of less than \$25,000 per year. Would increase the maximum amount of loans and grants for families with annual incomes of less than \$30,000 per year. Would increase the maximum amount of loans and grants for families with annual incomes of less than \$35,000 per year. Would increase the maximum amount of loans and grants for families with annual incomes of less than \$40,000 per year. 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College and University Projects Receiving Congressional Earmarks

Continued From Preceding Page

Reporting Database Development Project at the Upper Great Plains Transportation Institute: \$100,000 from the Agriculture Department for research on dried beans; \$75,000 from the Agriculture Department for research on biocontrol of grasshoppers.

Northeastern University, at least \$6-million from the Department of Defense for research and development.

Northeast Louisiana University, \$4-million from the Federal Aviation Administration for facilities and equipment related to its airway-science curriculum.

Northeast Texas Community College, \$300,000 from the Department of Housing and Urban Development for the Business and Industrial Development Center to promote programs for rural economic development.

Northern Illinois College, \$647,000—to be shared with four other institutions—from the Agriculture Department for research on development of agriculture in the Pacific region.

Northwestern University, \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$600,000 from the Agriculture Department for the Biotechnology Center.

Northwest Missouri State University, \$105,000 from the Energy Department for a study of ethanol as a fuel for small engines.

Ole State University, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwestern Superconductivity Consortium; \$2,865-million—to be shared with 17

other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$368,000—to be shared with Purdue University—from the Agriculture Department for research on wood utilization; \$1,435-million—to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$880,000 to be shared with two other universities—from the Agriculture Department for water-quality research; \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research; \$500,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Rensselaer Polytechnic Institute, \$800,000 from the Environmental Protection Agency for the Adirondack Construction Assessment Program.

Rider College, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Rutgers University, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3,044-million from the Agriculture Department for a plant-bioscience facility; \$2,5-million—to be shared with two other universities—from the National Oceanic and Atmospheric Administration for marine research; \$2-million from the National Oceanic and Atmospheric Administration for research on the New York Bight; \$1,5-million—to be shared with the Georgia Institute of Technology—from the Federal Aviation Administration to administer a joint center of excellence for aviation research; \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Southeastern Massachusetts University, \$4-million—to be shared with four other universities—from the Agriculture Department for research on fire ants.

Southern Illinois University, \$5,000 from the Agriculture Department to establish the New England Regional Biotechnology Transfer Center; \$1.6-million—to be shared with four other universities and two research centers—from the Small Business Administration for a shared incubator facility and a science and business center; \$562,000 from the Agriculture Department for research on the wheel disease TCK smut; \$225,000 from the Agriculture Department for research on integrated production systems; \$100,000—to be shared with Kansas State University—from the Agriculture Department for the Great Plains Agricultural Policy Center.

Oregon Graduate Institute, \$1.3-million from the Department of Defense for research and development; \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research.

Oregon Health Sciences University, \$10-million from the Energy Department for an ambulatory research and education building.

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be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Seton Hall College, \$1-million from the Small Business Administration for Entrepreneurial Opportunity; **South Dakota State University,** \$2,865-million—to be shared with 28 other universities—from the Agriculture Department for water-quality research; \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research; \$500,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Texas A&M University at Galveston, \$200,000 from the Maritime Administration to acquire a maritime-training simulator.

Texas Southern University, \$4-million—to be shared with seven other universities—from the Environmental Protection Agency for the Association of Minority Health Professionals Schools to study the toxicity of certain chemicals.

Trenton State College, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

University of California at Berkeley, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$453,000—to be shared with four other universities—from the Agriculture Department for mosquito research; \$437,000—to be shared with 22 other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

University of California at Davis, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$453,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

University of California at Los Angeles, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$453,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

University of California at Santa Barbara, \$4,435-million—to be shared with Massachusetts General Hospital—from the Health and Human Services Department for planning and construction at the Lawrence Berkley Laboratory; \$2-million—to be shared with four other universities and a private research institute—from the Education Department for technical assistance at the National Center for Research on Vocational Education.

University of California at Davis, \$1,609-million for a grape-importing facility; \$412,000—to be shared with 11 other universities—from the Agriculture Department for the Youth-at-Risk program.

Sparks State Technical College, \$1.6-million from the Energy Department to complete the Center for Advanced Technologies.

State University of New York at Albany, \$648,862 from the Justice Department to continue a study of the causes of juvenile delinquency.

State University of New York at Stony Brook, \$700,000 from the Justice Department to acquire a real-time training simulator.

Stephen F. Austin State University, \$5-million from the U.S. Navy for research on manufacturing technologies; \$557-million—to be shared with 22 other universities—from the Agriculture Department for research on potatoes; \$500,000—to be shared with four other universities—from the Agriculture Department for rural-development centers; \$335,000 from the Agriculture Department for research on improved dairy-management practices; \$285,000 from the Agriculture Department for research on a rural-education satellite downlink; \$284,000 from the Agriculture Department for research on milk safety; \$240,000 from the Agriculture Department for research on controlled-environment production systems; \$134,000 from the Agriculture Department for research on a mechanical tomato harvester; \$260,000 from the Agriculture Department for research on cranberry and blueberry safety; \$30,000 from the Federal Communications Commission to support research at the Wireless Information Laboratory.

Saginaw Valley State University, \$28.4-million from the National Aeronautics and Space Administration; \$1-million from the Defense Department, \$800,000 from the Agriculture Department, and \$750,000 from the Environmental Protection Agency—all to be shared with four other universities and a private research institute—for the Consortium for International Earth Science Information Network.

Saint Francis College (Pennsylvania), \$2.5-million from the Department of Defense for the training of physician assistants.

Stockton State College, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Saint John's University (New York), \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Saint Joseph's University (Pennsylvania), \$2.71-million from the Agriculture Department for the Center for Food Marketing.

Saint Norbert College, \$1.5-million from the Small Business Administration for a regional center for rural economic development.

Saint Peter's College, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Pittsburg State University, \$4-million from the Energy Department to restore the Technology Complex.

Polytechnic University, \$28.4-million from the National Aeronautics and Space Administration; \$1-million from the Defense Department, \$900,000 from the Agriculture Department, and \$750,000 from the Environmental Protection Agency—all to be shared with four other universities and a private research institute—for the Consortium for International Earth Science Information Network.

Saint Paul's College (Pennsylvania), \$300,000—to be shared with three other universities—from the Environmental Protection Agency for a research and agricultural pollution associated with confined feeding of animals.

Tennessee State University, \$1.5-million from the Energy Department to expand the Energy Research Building; \$2-million from the Energy Department for the Southeastern Regional Center of the National Institute for Global Environmental Change.

University of Alaska, \$10-million from the U.S. Air Force for modernizing and upgrading the Poker Flat Research Range, a rocket-launching site that is owned and operated by the university; up to \$10-million from the National Aeronautics and Space Administration for the Poker Flat Research Range; \$125,000—to be shared with the University of Illinois—from the Agriculture Department for farm and rural business-research.

University of Colorado at Boulder, \$504,280 from the Justice Department to continue a study of the causes of juvenile delinquency.

University of Connecticut, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for water-quality research; \$500,000 from the Agriculture Department for the Center for Tropical/Sub-Tropical Agriculture; \$647,000—to be shared with four other institutions—from the Agriculture Department for research on low-bush-blueberry research.

University of Maryland, \$20-million from the National Aeronautics and Space Administration to help build and equip the Christopher Columbus Center of Marine Research and Exploration; \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2,5-million—to be shared with 17 other universities—from the Agriculture Department for research on minor-crop pest control; \$154,000 from the Agriculture Department for agricultural-diversification research; \$150,000 from the Agriculture Department for research on multi-cropping strategies for aquaculture.

University of Idaho, \$1,435-million—to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$980,000—to be shared with two other universities—from the Agriculture Department for water-quality research; \$1,435-million from the Agriculture Department for the Consortium for International Earth Science Information Network.

University of Central Arkansas, \$150,000 from the Small Business Administration for the Small Business Institute for Productive Management Data Center.

University of Chicago, \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

University of Colorado, \$504,280 from the Justice Department to continue a study of the causes of juvenile delinquency.

University of Connecticut, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2,5-million—to be shared with two other universities—from the National Oceanic and Atmospheric Administration for marine research; \$400,000 from the Energy Department for an unspecified purpose; \$393,000 from the Agriculture Department for a food-marketing policy center.

University of Detroit Mercy, \$1-million from the Environmental Protection Agency for the Center for Excellence in Polymer Research and Environmental Study.

University of Florida, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for beef-carcass evaluation and identification research; \$453,000—to be shared with four other universities—from the Agriculture Department for research on agricultural policies associated with confined feeding of females; \$626,000—to be shared with Cornell University for livestock and dairy Department for research on the regulation of farm programs; \$209,000—to be shared with the University of Missouri—from the Agriculture Department for modeling on rice; \$250,000 from the Agriculture Department for the Poultry and Isolation Facility; \$200,000—to be shared with the University of Missouri—from the Agriculture Department for environmental problems at the border between the United States and Mexico.

Salem Community College, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Saint Louis University, \$75,000 from the Agriculture Department for dairy-goat research.

Princeton University, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Sam Houston State University, \$5-million—to be shared with Stephen F. Austin State University—from the Defense Department for the Texas Regional Institute for Environmental Studies.

San Diego State University, \$2-million to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

Savannah State College, \$136,000 from the Agriculture Department for the Center for Advanced Water Technology.

Seton Hall University, \$300,000—to be shared with 22 other universities—from the Agriculture Department for research on food systems.

Ramapo College, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

University of Arkansas at Little Rock, \$75,000 from the Agriculture Department for mesquite and prickly pear research.

University of Arkansas at Little Rock, \$75,000 from the Agriculture Department for research on deadwood anthracnose.

University of Iowa, \$3-million from the International Trade Administration for a new materials center; \$2,865-million to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$1,053-million—to be shared with Iowa State University and the Iowa Department of Economic Development—from the Agriculture Department for research on urban pests.

University of Guam, \$647,000—to be shared with four other institutions—from the Agriculture Department for research on beef-producers' improvement.

University of Kansas, \$1,45-million—to be shared with two other universities—from the Environmental Protection Agency for a project on pollution; \$494,000 from the Education Department for partial reimbursement for grants and loans to Micronesian students who are not residents of Guam.

University of Arkansas at Monticello, \$200,000 from the Agriculture Department for technology-transfer activities involving the Kansas Terrestrial Oil Recovery Program.

University of Kentucky, \$4.5-million from the Small Business Administration to assist in the construction of the Advanced Science and Technology Commercialization Center; \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$453,000—to be shared with four other universities—from the Agriculture Department for mosquito research; \$437,000—to be shared with 22 other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

University of California at Berkeley, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$453,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

University of California at Davis, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$453,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

University of California at Los Angeles, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$453,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

University of California at Santa Barbara, \$4,435-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$453,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

College and University Projects Receiving Congressional Earmarks

Continued From Preceding Page

University of Missouri at St. Louis, \$10-million from the Energy Department for the Center for Molecular Electronics.

University of Nebraska, \$4.5-million from the Agriculture Department for the Humphrey Institute; \$600,000 from the Environmental Protection Agency for the Minerals Research Laboratory at the university's Natural Resources Research Institute; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$250,000 from the Agriculture Department for a program to assist local communities with development issues; \$230,000 from the Agriculture Department for research on low-input agriculture; \$200,000—to be shared with North Dakota State University—from the Agriculture Department for research on the Red River Corridor; \$140,000 from the Agriculture Department for swine research; \$88,000 from the Agriculture Department for wild-ice research.

University of Mississippi, \$1.322-million from the Agriculture Department to operate the Food Service Management Institute; \$1.165-million—to be shared with the University of Hawaii—from the Bureau of Mines for the Marine Minerals Technology Center; \$1-million from the U.S. Navy for the National Center for Physical Acoustics; \$100,000 from the Agriculture Department for the Biological Technology Center for Water and Wetlands Resources.

University of Missouri at Columbia, \$3.557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwest Superconductivity Consortium; \$2.865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$750,000—to be shared with Iowa State University—from the Agriculture Department for the Food and Agriculture Policy Institute; \$525,000—to be shared with two other universities—from the Agriculture Department for rural-policy institutes; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; up to \$395,000—to be shared with the University of Arkansas—from the Agriculture Department for modeling on rice; \$359,000 from the Agriculture Department for research on soybean-cyst nematodes; \$348,000—to be shared with Texas A&M University—from the Agriculture Department for research on the regional implications of farm programs; \$200,000—to be shared with the University of Arkansas—from the Agriculture Department for endophyte research; \$50,000 from the Agriculture Department for the Conservation Reserve Program to study soil erosion.

University of Nebraska Medical Center, \$300,000 from the Department of Housing and Urban Development for the Nebraska Center for Rural Health Education and Drug Information.

University of Nevada, \$250,000 from the Agriculture Department for the Food and Agriculture Policy Institute; \$525,000—to be shared with two other universities—from the Energy Department for the Midwest Superconductivity Consortium; \$2.865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$750,000—to be shared with Iowa State University—from the Agriculture Department for the Food and Agriculture Policy Institute; \$525,000—to be shared with two other universities—from the Agriculture Department for rural-policy institutes; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; up to \$395,000—to be shared with the University of Arkansas—from the Agriculture Department for modeling on rice; \$359,000 from the Agriculture Department for research on soybean-cyst nematodes; \$348,000—to be shared with Texas A&M University—from the Agriculture Department for research on the regional implications of farm programs; \$200,000—to be shared with the University of Arkansas—from the Agriculture Department for endophyte research; \$50,000 from the Agriculture Department for the Conservation Reserve Program to study soil erosion.

University of Nevada at Las Vegas, \$1.284-million from the Energy Department to buy supercomputer time.

University of Nevada at Reno, \$2.5-million from the Federal Emergency Management Center to build a laboratory for earthquake research; \$200,000 from the Agriculture Department for water conservation research; \$197,000 from the Interior Department for research on immunoprevention; \$99,000 from the Interior Department for population model.

University of New Hampshire, \$2-million from the National Oceanic and Atmospheric Administration for marine research; \$50,000—to be shared with the University of Vermont—from the Agriculture Department for research on the marketing of forest products.

University of North Dakota, \$4.381-million from the Agriculture Department for the Institute for Agricultural Health Sciences and Rural Medicine; \$2.5-million from the Environmental Protection Agency for research on dogwood erosion.

University of Tennessee at Knoxville, \$3.657-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$926,000 from the Agriculture Department for the Agricultural, Biological, and Environmental Research Complex.

University of Southern Mississippi, \$3.5-million—to be shared with a private research institute—from the Agriculture Department for research on shrimp aquaculture; \$400,000 from the Agriculture Department for the Polymer Center.

University of Tennessee at Memphis, \$137,000 to be shared with two other universities—from the Agriculture Department for research on dogwood erosion.

University of Texas at Austin, at least \$1.5-million from the Department of Defense for research and development; \$780,000—to be shared with three other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research on environmental problems at the border between the United States and Mexico.

University of Texas at El Paso, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research on environmental problems at the border between the United States and Mexico.

University of Wake Forest, \$1.825-million from the Agriculture Department for the medical school.

Washington State University, \$1.825-million to be shared with four other universities and two research centers—from the Small Business Administration for technical assistance at the National Center for Research on Vocational Education; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$28,000 from the Agriculture Department for research on procerous root disease.

Worcester Polytechnic Institute, \$1.5-million—to be shared with four other universities and two research centers—from the Small Business Administration for a shared incubator facility and a science and business center; \$437,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechology research.

Wright State University, \$1.414-million from the Federal Aviation Administration to advance aviation safety research at the National Institute for Aviation Research.

William Paterson College, \$300,000 to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Center to develop educational materials for fishing-vessel safety.

Worcester Polytechnic Institute, \$1.5-million—to be shared with four other universities and a private research institute—from the Education Department for technical assistance at the National Center for Research on Vocational Education; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$28,000 from the Agriculture Department for research on procerous root disease.

Yale University, \$1.825-million from the Agriculture Department for the medical school.

Washington State University, \$3.567-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2.12-million from the Agriculture Department for an animal-disease biotechnology facility; \$1.435-million to be shared with eight other universities—from the Agriculture Department for two research centers—from the Agriculture Department for biotechology research.

Xavier University of Louisiana, \$4-million—to be shared with seven other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

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University of Vermont, \$99,000 from the Federal Aviation Administration for facilities and equipment related to its airway-science curriculum; \$2-million from the Department of Housing and Urban Development for a "technology-incubator" facility to create new manufacturing jobs in rural areas; \$1.461-million from the Energy Department for the Energy and Environmental Research Center; \$500,000 from the Agriculture Department for research on water quality; \$400,000 from the Agriculture Department for a maize-genetics research center; about \$260,000 from the U.S. Army to continue a training program for helicopter pilots; \$250,000 from the Agriculture Department for an alternative-fuels laboratory.

University of Notre Dame, \$3-million—to be shared with five other universities—from the Agriculture Department for research programs at aquaculture centers; \$2-million from the Education Department for the Warren G. Magnuson Endowment; \$1.234-million from the Forest Service for the Olympic Natural Resources Center; \$800,000—to be shared with Washington State University from the Agriculture Department for research on the competitiveness of agricultural products; \$123,000 from the Indian Health Service for research on fetal-alcohol syndrome.

University of Oregon, \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research; \$165,000 from the Environmental Protection Agency for the National Center for Alternative Transportation Fuels; \$1-million from the Environmental Protection Agency for a barley gene-mapping project; \$261,000 from the Agriculture Department for research on food systems; \$165,000 from the Agriculture Department for a technology-transfer project; \$75,000 from the Agriculture Department for the Bechtel Institute; \$25,000 from the Agriculture Department for a computerized geographic-mapping system.

University of Wisconsin at Madison, at least \$1.6-million from the Department of Defense for research and development; \$412,000—to be shared with 11 other universities—from the Agriculture Department for an independent validation-and-verification facility for computers; software; \$1.975-million from the Energy Department for the National Research Center for Coal and Energy; \$1.5-million from the National Aeronautics and Space Administration for an independent validation-and-verification facility for computers; software; \$1.975-million from the Energy Department for the National Research Center for Coal and Energy; \$1.5-million from the Environmental Protection Agency for the National Center for Alternative Transportation Fuels; \$1-million from the Environmental Protection Agency for the Small Flows Clearinghouse; \$1-million from the Department of Transportation for the Constructed Facilities Center; \$750,000 from the Agriculture Department for Appalachian hardwoods research; \$494,000 from the National Park Service for the Institute for the History of Technology and Industrial Archaeology; \$247,000 from the Forest Service for testing of timber-bridge designs.

Wheeling Jesuit College, \$13.5-million from the National Aeronautics and Space Administration to build, equip, and integrate facilities related to the National Technology Transfer Center; \$6-million from the National Aeronautics and Space Administration to continue building, equipping, and integrating a "classroom of the future"; \$2-million—beyond the scope of an existing award—from the National Aeronautics and Space Administration for AdeNET; \$1.5-million from the National Aeronautics and Space Administration for the program on the "classroom of the future."

Whitman College, \$1.414-million from the Federal Aviation Administration to advance aviation safety research at the National Institute for Aviation Research.

Yale University, \$10-million, from the National Aeronautics and Space Administration to continue building, equipping, and integrating a "classroom of the future"; \$2-million—beyond the scope of an existing award—from the National Aeronautics and Space Administration for AdeNET; \$1.5-million from the National Aeronautics and Space Administration for the program on the "classroom of the future."

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Business & Philanthropy

Universities Rethink Their Investments as Recession Slows Endowment Earnings

Some draw on principal to meet campus needs

By JULIE L. NICKLIN

The slowdown in endowment earnings is forcing many colleges and universities to rethink how best to invest their money and how much of their earnings to spend.

A year after Mr. Stroup invested

the money, the Securities and

Exchange Commission accused

Mr. Wymer of fraud, obstruction of

justice, and other charges.

Prosecutors say Mr. Wymer

defrauded his clients of \$113-

million. Mr. Wymer has pleaded not guilty to the charges.

The university has recovered the

original investment, a spokesman

said.

While the university completes

its investigation, Glenn Stine,

the university's vice-president for

budget and finance, is managing its

investments. Mr. Stroup remains in

his job.

No More Double-Digit Returns

During the last decade, many college and university endowments rode the crest of a booming stock and real-estate market, growing by an average of 13 per cent each year. But over the past two years, many institutions have seen those double-digit returns dwindle. In a few cases, endowments have actually lost money from one year to the next. For example:

■ Harvard University saw earnings on its nearly \$5-billion endowment drop to a mere 1.1 per cent in 1991.

■ The Ohio State University watched the 10.3-per-cent return on its \$32-million endowment in 1990 drop to 6.8 per cent in 1991.

■ Yale University's 13.1-per-cent return on its nearly \$2.6-billion endowment in 1990 declined to 2 per cent in 1991.

■ Wheaton College in Illinois earned slightly more than 7 per cent on its \$84.9-million endowment in each of the past two years, after earning more than 10 per cent in 1989.

The slowdown in endowment earnings has come at the same time that other sources of money are lagging. Many colleges are limiting tuition increases while federal money for research is decreasing or remaining flat. Along with private gifts, endowment earnings are among the only potential growth areas for college revenue.

That puts colleges in a bind: They can either spend less of their endowment earnings and end up cutting faculty positions or academic programs—or they can spend more, which could diminish the endowment's future value.

"It's very easy to increase that revenue flow with the stroke of a pen," says David K. Storrs, executive vice-president of the Common Fund, which manages the investments of 600 colleges and universities.

"But that's a tough situation to deal with."

Over the years, most colleges have invested in domestic stocks and bonds, certificates of deposit, and money-market accounts. Such traditional investments are

considered relatively safe. A few of the wealthiest universities—such as Harvard, Yale, and Stanford Universities—ventured into areas considered too risky by other colleges and universities. They pumped money into venture-capital funds, entered commercial-property ventures, bought stock in companies located overseas, and bought land expected to produce revenues from oil and gas.

No matter which strategy was used,

most colleges prospered during much of the 1980's. According to the National Association of College and University Business Officers, colleges earned an average of 13.4 per cent on their investments in the 1980's.

Over the years, most colleges have invested in domestic stocks and bonds, certificates of deposit, and money-market accounts. Such traditional investments are



Richard R. Spies, Princeton's vice-president for finance: "We are investing in the physical capital of the facility. And that can have returns over time."

Some college officials are not alarmed at the performance of their endowments in the last two years, saying that they manage investments for the long term. Year-to-year fluctuations, they say, are generally not cause for concern.

Nevertheless, colleges are trying

Earnings Decline Prompts Universities to Rethink Investment Strategies

Continued From Preceding Page

steps of larger institutions that have pursued more non-traditional investments.

Most college investment officials say they will keep most of their funds in domestic stocks and bonds. But in most cases, "diversification" is the buzz word for colleges that are trying to build their endowments.

College financial officers say that spreading money around will let profitable investments offset any that might prove unprofitable in a given year.

"It's the 'Don't put all your eggs in one basket' mentality," says the Common Fund's Mr. Storts.

"Colleges are becoming more and more sophisticated in investing."

Many business officers, however, say colleges are moving cautiously into new investment areas because, so far, they haven't seen the wealthiest institutions with diversified endowments fare any better than they have in the recession.

Risky Venture-Capital Efforts

Says Scott C. Malpass, investment officer of the University of Notre Dame: "It's important that colleges stick to the basics and not take their eye off the ball. We must learn from those ahead of us."

The University of Rochester has paid the price of putting too much

of its endowment into high-risk investments. By the mid-1980's, Rochester had about 75 per cent of its endowment in venture-capital investments and in small-capitalization stocks. Venture-capital efforts are risky and potentially profitable investments in promising young companies that are short of funds. Small-capitalization stocks are offered by young companies that are selling their stock publicly for the first time.

For a while the strategy worked. In 1983 Rochester's endowment reached an all-time high of \$665-million, an increase of more than 50 per cent over 1982. But the investments did not stay profitable—one

of the reasons the overall value of the endowment decreased. In 1984 Rochester's endowment was the 8th-largest in the nation. By 1991 it was the 20th-largest, at \$578-million.

Rochester Diversifies

Rochester has slowly changed to a more traditional portfolio. It now has about 40 per cent of its endowment in domestic and foreign stocks, 43 per cent in bonds, 14 per cent in cash investments, and 3 per cent in oil royalties. Within those categories, Rochester is further diversifying by putting limited amounts in venture-capital and leveraged-buyout funds. Last sum-

Business & Philanthropy

mer, Rochester also allocated a small amount—\$3-million, less than 1 per cent of its endowment—to real estate.

"It should be a highly diverse portfolio," says Richard W. Greene, Rochester's executive-president and treasurer. "You can never be sure where the best highest returns will come."

Officials at the Ohio State University agree. For years, it held about 45 to 50 per cent of its \$351-million endowment in stocks. Even though Ohio State officials blame a sluggish stock market for last year's drop in investment returns, they plan to pull 60 per cent in stocks, 25 per cent in bonds, and 15 per cent in real estate.

"We feel that equities over the last 60 or 70 years have been the best long-term investment to be in," says Alvin C. Rodack, Ohio State's associate treasurer. "I try not to get upset if we have a bad year."

Real-Estate Opportunities

Some institutions, however, don't worry about keeping large amounts of money in high-risk investments. Harvard was among the first universities to pump money into real estate, venture capital and oil and gas.

The university seeks to keep about 40 per cent of its portfolio domestic stocks, 18 per cent in foreign stocks; 7 per cent in real estate; 12 per cent in venture capital; 6 per cent in oil, gas, and mining; 5 per cent in domestic bonds; 3 per cent in foreign bonds; 2 per cent in distressed securities; and 3 per cent in cash investments. Harvard maintains a negative balance in cash investments by holding futures contracts or by lending securities.

In the past year, the sagging economy forced Harvard to write down the value of investments in real estate and oil and gas by as much as \$200-million. Yet, financial officers don't plan to pull Harvard's money out of those areas and they are actually watching for new real-estate investments while prices are low.

At the same time, Harvard stands to benefit from a high-risk investment it made four years ago. Harvard will earn \$47-million if proposed merger goes through between the Banc One Corporation which owns the second-largest bank in Texas, and Team Bank, the state's fifth-largest bank. In 1989 Harvard paid a total of about \$15 million for 900,000 Team Bank shares, valued at about \$30 each. Share is now valued at \$82, putting the value of the university's investment at roughly \$74-million.

International Stocks Favored

At small and medium-sized colleges, meanwhile, international stocks seem to be one of the faster growing and most popular investments. The Common Fund created an international fund in 1983. In the last two years, the number of colleges participating in it has grown from 103 to 150.

To increase endowment returns, Wheaton last year put \$5-million, or 6 per cent, of its endowment into international stocks. In the 11 months since buying the stocks, Wheaton has seen a 14-per-cent return on the investment. "That is

Business & Philanthropy

a good move for us," says Kenneth C. Larson, the college's associate investment manager.

Like Wheaton, Berea College is looking for new opportunities to position its \$300-million endowment for the 1990's. Over the next few years, officials plan to put about \$2-million a year into real estate. They are also thinking about increasing the almost \$3-million Berea already has invested in bankrupt companies.

"We hope to provide some additional return beyond what the market is bringing us," says Leigh A. Jones, Berea's vice-president for business and finance. "We really need to lengthen our time horizons. We spend too much time worrying about the day-to-day returns."

Balancing the future growth of endowments with current fiscal needs, however, has become more difficult for some investment managers.

Setting the 'Spending Rate'

Other universities have decided to increase endowment spending gradually. Princeton University plans to raise its 4.25-per-cent spending rate on its \$2.6-billion endowment to 4.75 per cent in 1993. The increase will free up about \$8-million annually. Officials plan to use the money for deferred maintenance, laboratory renovations, new equipment, and other needs.

Princeton officials counter critics who contend that the university will be shortchanged in the long run if it increases endowment spending now. "We're balancing our investments rather than borrowing from the future," says Richard R. Spies, Princeton's vice-president for finance and administration. "To look at just the endowment is too narrow a look. We are investing in the physical capital of the facility.

Many colleges try to avoid spending more than 3 or 4 per cent because less money is then available to reinvest in the endowment. And that can have returns over time."

Many Colleges Believe the Slump in Real Estate Will Be Temporary

But some are weighing spending more of the endowment for special needs or to avoid cutbacks in academic programs.

From 1990 to 1991, Wheaton's

endowment dropped from \$86.9-

million to \$84.9-million, largely be-

cause officials pulled out \$4.6-mil-

lion to help cover the costs of

building a new dining hall and renova-

tating a classroom and administra-

tion building.

For a while the money rolled in.

But in many parts of the country, property values have plummeted during the recession. Some col-

leges have been forced to write

down the value of their real-estate

holdings, pulling down the value of

their endowments. Others have

found themselves stuck with prop-

erty they want to get rid of but hesi-

tate to sell in a depressed market.

Many college-endowment managers, however, say the drop in real-estate values is only temporary. Some investors, predicting

better days ahead, are already

looking for new properties.

'A Double Whammy'

"A mix of the recession and the credit crunch—those two factors combined—have put a double whammy on real-estate values," says Tom D. McCarthy, vice-presi-

dent and portfolio manager for JMB

Institutional Realty Corporation,

in Chicago. JMB manages four real-

estate funds in which 44 colleges

invest. The funds, which include

investments in office buildings,

shopping centers, and warehouses,

range in value from \$46-million to

\$235-million.

In 1991, JMB wrote down the val-

ues of the funds by amounts rang-

ing from 5.5 per cent to 20 per cent.

■ JULIE L. NICKLIN

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THE VANGUARD GROUP
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Stanford Bookstore Said to Have Lost \$2-Million on Investments in Stocks

PALO ALTO, CAL. Investigators are examining allegations that the Stanford University bookstore lost nearly \$2-million in the stock market last year while its managers received \$100,000 salaries and had the use of a vacation home.

The investments are the latest in a series of controversial disclosures about the store, a non-profit corporation independent of the university.

The store's practices are under scrutiny by the California Attorney General, who is looking at whether its compensation packages violate

legally made the investments without the knowledge of store managers or its board of directors, according to the report.

As of June 30, 1990, the bookstore held close to \$5-million in marketable securities, the paper said. After Mr. McDonald resigned in September of that year, the store began selling off all but \$537,000 of the securities, taking a \$1.8-million loss. The loss represents about one-tenth of the store's total assets.

"Rather Speculative" In another report last month, *The Daily* said the bookstore's controller had invested several million dollars of the store's reserve funds in what a member of the store's board of directors characterized as "rather speculative" stocks. The controller, Patrick McDonald, al-

Business & Philanthropy

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aging: \$350,000 to U. of California at Los
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ARTHUR VINING DAVIS FOUNDATIONS
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lege of Saint Benedict.

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vard U.

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members of the clergy: \$10,000 to New
York Theological Seminary.

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Support, for support of program: \$6,
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lege.

GIFTS & BEQUESTS

CASE WESTERN RESERVE UNIVERSITY, for
program in entrepreneurial management:
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COLLEGE OF MOUNT ST. VINCENT, for
post-graduate programs: \$450,000 from the
late of Marion V. Oberleitner.

COLLEGE OF WILLIAM AND MARY, for col-
laboration in the school of business admin-
istration: \$100,000 from Anderson Com-
pany.

DAVIDSON COLLEGE, for a professorship
in mathematics and the physical sciences:
\$1-million from Textron Inc.

For a professorship: \$1-million from E.
Bainbridge Muldrey, Jr. and Nancy Madan.

DEPAUL UNIVERSITY, for support of ge-
ography: computer equipment valued at
\$355,700 from the Computer Systems
Division of Harris Corporation.

EMORY VIRGINIA MEDICAL SCHOOL, for a
fellowship in surgery: \$600,000 from the
estate of Edward J. Bruckner.

IOWA STATE UNIVERSITY, for the college of
engineering: computer equipment valued at
\$355,700 from the Computer Systems
Division of Harris Corporation.

JOHN CARROLL UNIVERSITY, for biology and
chemistry programs: scientific equipment
valued at \$100,000 from Van Vickle
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LOYOLA UNIVERSITY (LA.), for support of
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PAUL SMITH'S COLLEGE OF ARTS AND SCIENCES,
for a hospitality-education program:
\$175,000 from Marriott Education Ser-
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PENNSYLVANIA STATE UNIVERSITY, for fel-
lowships in the college of business adminis-
tration: \$100,000 from Jeffery M. and
Barbara Picower.

ROCKY MOUNTAIN COLLEGE, for merit
scholarships for incoming students from Ne-
braska high schools: \$300,000 from Ed-
ward A. Spillett.

UNIVERSITY OF CALIFORNIA AT DAVIS, for
grants of student assistance: \$100,000 from
the estate of Howard Winkler.

For fellowships in the College of Agri-
cultural and Environmental Sciences and
research in the Division of Biological
Sciences: \$47-million from the estate
of James F. Steinbrenner.

For fellowship and other programs
in the biological sciences: \$100,000 from
Marietta Hollender.

UNIVERSITY OF IDAHO, for scholarships and
support of other programs: \$100,000 from
the estates of Jack and Frances
Morgan.

UNIVERSITY OF KANSAS, for athletic schol-
arships: \$100,000 from Ed and Betty O'
ster.

For scholarships in microbiology:
\$195,000 from Howard J. and Betty
Koonse.

For scholarships for undergraduate stu-
dents: \$300,000 from Richard R. Sod-
den.

UNIVERSITY OF MASSACHUSETTS AT AMHERST,
for the department of polymer sci-
ence and engineering: \$500,000 from the
estate of Wilmer D. Barrell.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL,
for the school of dentistry: \$100,000 from
E. B. and Linda Tarpley.

UNIVERSITY OF SOUTH ALABAMA, for the med-
ical school: \$600,000 from Alexander
Mitchell.

WEIGERT COLLEGE, for support of pre-
ceptorships: \$1-million from Donald and Evelyn
Spitzer.

Students

Colleges Are Trying Ways to Enhance Academic Advising

Students and administrators say discussing goals can be fruitful

By SUSAN DODGE

Responding to complaints about the poor quality of academic advising, some colleges and universities are trying new ways to help students plot their academic careers.

By taking such steps, administrators hope not only to improve student recruitment and retention, but also to enhance the image of advising.

Many undergraduates, particularly at large institutions, say that most professors do not spend enough time helping them design their course schedules or cope with the demands of college life. In some cases, advisers simply sign a form after students have picked out their courses. In others, faculty members who are designated as advisers have little expertise in helping students make their way through a plethora of courses.

'Outdated Methodology'

"Many schools are locked into an outdated methodology of advising," says Katharine Antonmaria, associate dean of the College of Arts and Sciences at Valparaiso University and a member of the National Academic Advising Association. "Advisers just wait for the students to come in for appointments. The students say 'I want these courses,' and the adviser fills in the prescription blank. There is no effort to go beyond that."

In course catalogues. When students are left to fend for themselves, administrators say, they sometimes put off taking important or required courses, making it difficult to meet graduation requirements within four years, much less fit in interesting electives or a semester abroad. Advisers can help students avoid those pitfalls.

"Advisers can really improve students' satisfaction with their education by helping them to recognize their own skills and limitations and by guiding them toward good self-assessment in their personal and career goals," says Tom Grites, director of academic advising at Stockton State College.

At some institutions, faculty members serve as advisers, while at others advising is the job of professionally trained administrators. Some institutions use a combination of faculty members and professional advisers.

Institutions Offer Rewards

The changes institutions have made in academic advising involve increased contact between students and advisers. Rather than simply telling a student whether courses meet graduation requirements and signing a slip of paper, advisers take time to talk to students about their strengths and weaknesses, as well as their career goals.

Some institutions offer rewards to faculty members who spend time advising students.

"This moves advising away from scheduling," says Vivian Nix-Early, interim associate provost at West Chester University. "You see students throughout their careers and not just at times when they have to sign up for classes. The student learns about him or herself as part of a partner-

Continued on Following Page

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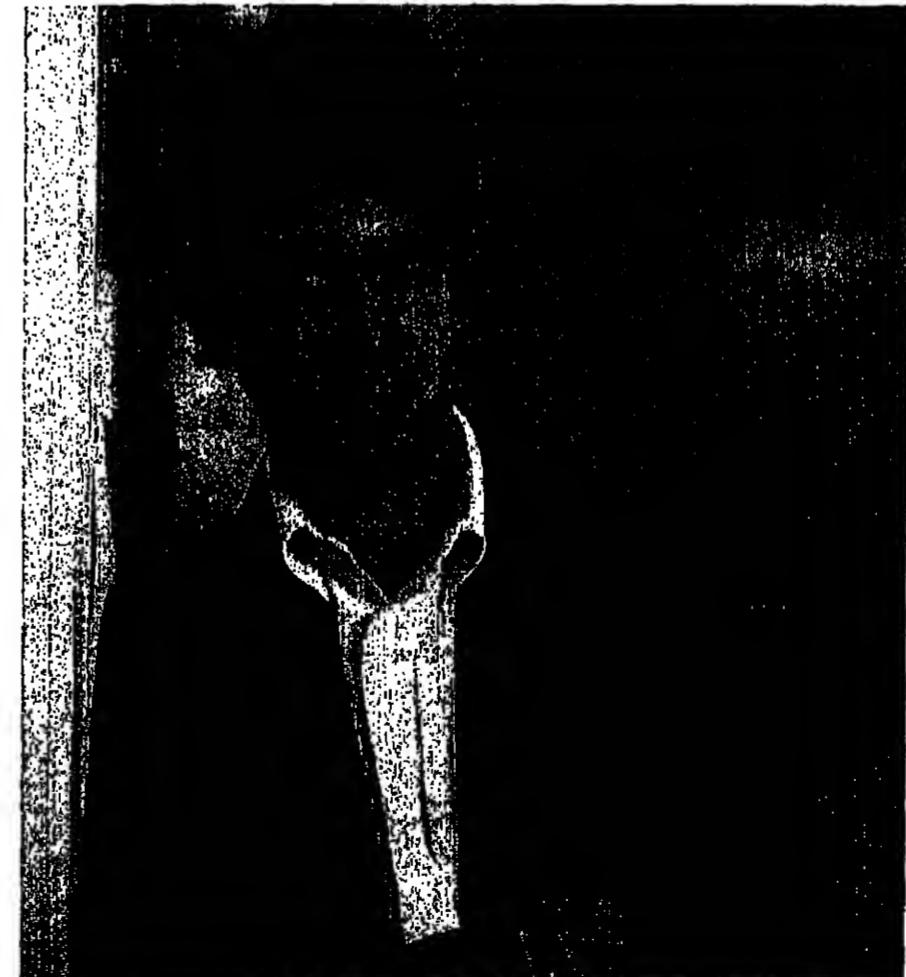
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Vivian Nix-Early of West Chester U.: "This moves advising away from scheduling. The student learns about him or herself as part of a partnership with a faculty member."



Joe Shields, a junior at Syracuse U.: "Much of the quality academic advising and the personal contacts seem to come early on, and then fizzle."

Colleges Try New Approaches to Academic Advising

Continued From Preceding Page
ship with a faculty member, instead of in a traditional doctor-patient model where they come in saying, "O.K., tell me what to do."

Talking About Their Lives

Some students say that talking to advisers about their lives has helped them juggle personal and academic problems. Vickie Jones, a junior at Columbia College in Chicago, says her advisers helped her during the past two years as she went through a divorce and a child-custody dispute and tried to cope with the death of her father.

Ms. Jones says: "They helped

me figure out when to stick it out, and when to take time off and make up classes later."

Following are some examples of recent efforts to improve academic advising:

■ Last fall, in response to students' demands, the University of Texas at Austin opened an Undergraduate Advising Center in the undergraduate library. Four full-time professional advisers and eight students working as part-time peer advisers make up the staff. The advisers work primarily with students who have not yet declared academic majors. Before the center was opened, students who had not decided on a major were as-

signed to advisers in various colleges at the university. But after the students declared a major, they had to change advisers. If they changed their major, they had to switch again. Students often complained of the lack of continuity and of the long lines for scheduled appointments.

■ Officials at the University of Alabama at Birmingham started an advising program in 1989 for freshmen and sophomores who are undecided about an academic major.

A staff of three professional advisers monitors students' academic progress through a computerized tracking system that lets advisers send students regular letters about

counseling appointments and academic progress.

■ At West Chester University, the Academic Advising Center has four full-time and five part-time faculty advisers who write letters to new students before they arrive on the campus. Once students are enrolled, faculty members send them birthday and holiday cards and letters congratulating them on academic achievements. If a student misses a scheduled appointment with an adviser, the adviser posts a "wanted" poster near dormitory cafeterias that includes the student's picture. The cost is \$250 a day.

■ Students at the Ohio State University who do not have the academic-point average needed to major in their field of choice can participate in the institution's alterna-

tive advising program. Students who are turned away from the School of Business, for example, can receive counseling from advisers in the alternative program or other majors they might consider that use business skills but are offered through other departments.

In addition to efforts by institutions, the National Academic Advising Association sponsors a program that provides consultants who can do a complete review of an institution's advising program or simply visit for a day to advise tips on how to reach out to students. The cost is \$250 a day.

■ Ms. Antonmaria, the Valparaiso University dean who is also chair of the consultants' program, says students look for three things in academic advising: accurate information, ease in meeting with an adviser, and a personal relationship with the adviser.

To show that they believe advising is important, colleges should tell faculty members, as part of their contracts, that advising is necessary for promotion and tenure, says Ms. Antonmaria. Not institutions don't do that, she adds.

Deciding on a Career

Students say they look for more contact with advisers during their junior and senior years, when they typically are choosing from a wide array of courses and trying to decide on a career. But undergraduates say that their contact with advisers often dwindles after that first year.

"Advisers seem to have a limited interest in affecting students' lives when they first arrive, but afterwards, much of the glitz and glory is gone," says Joe Shields, advisor at Syracuse University and president of the Student Government Association. "Much of the quality academic advising and its personal contacts seem to continue on, and then fizzle."

"We knew when it came to the floor that we would not be able to get the votes for the total package," said Mark Hopkins, president of Anderson College.

Mr. Hopkins, the chairman of the presidents' panel, said the NCAA absolutely must cut time demands on athletics and reduce costs. While the NCAA limits the season lengths in all of its sports to 22 weeks, he said, many NCAA sports have 26- or 30-week seasons.

And while the NCAA has voted to cut basketball scholarships to 13 from 15, and baseball scholarships to 11.7 from 13, the NCAA permits its colleges to offer 24 scholarships in basketball and 36 in baseball.

"We have students who are more academically at risk than the NCAA schools have, because of the basic nature of our institutions," Mr. Hopkins said. "If the NCAA is moving to protect their athletes academically, we should do as much or more."

Indeed, many institutions have formed programs to provide academic advice to those groups.

At Eastern Michigan University, for example, a mentor program started in 1987 geared toward proving the retention and performance of minority students.

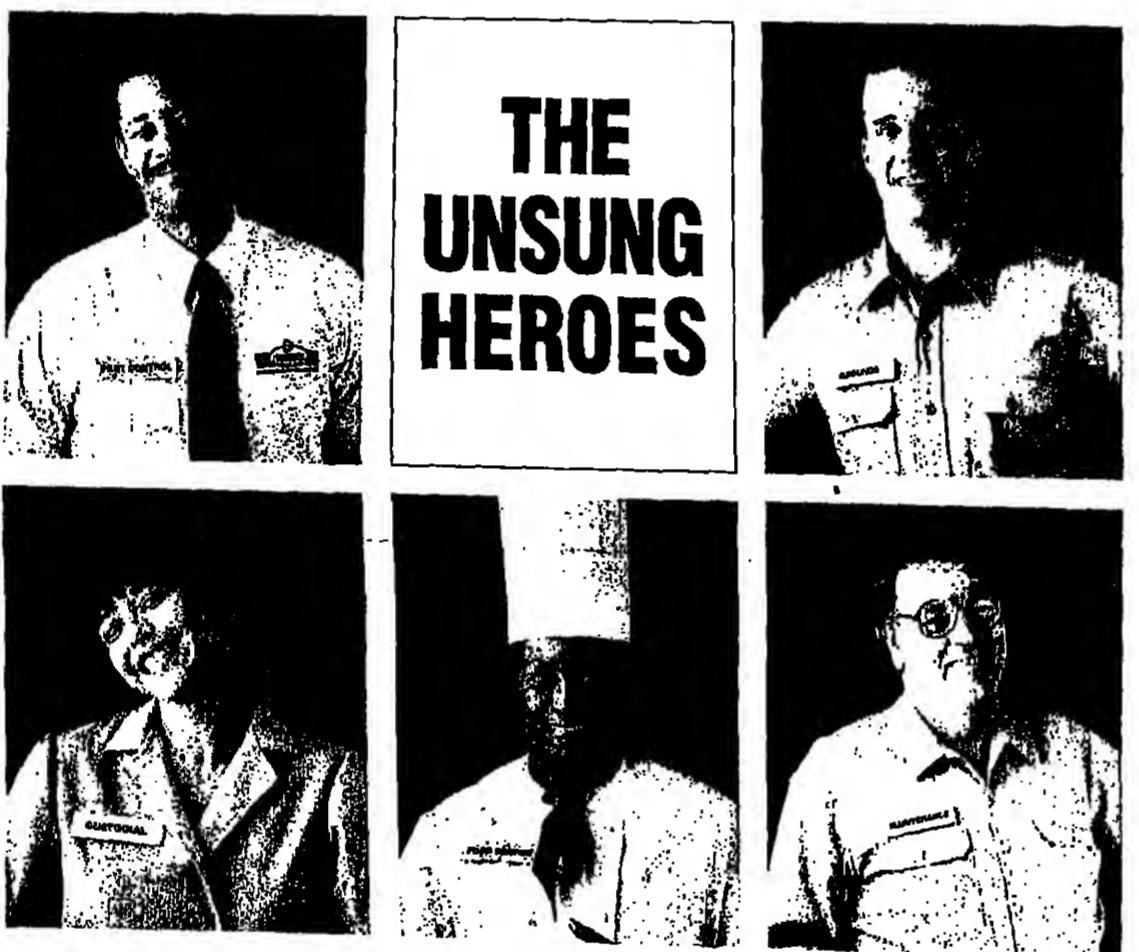
The students meet three times a month with faculty mentors to talk about how they can improve their grades.

They also listen to speakers and attend workshops on such topics as critical thinking and avoiding procrastination.

About 78 percent of students in the program improved their grade-point average from the fall semester to the spring semester of 1991, university officials say.

Advisers say that when things go well, advising can have a significant impact on the path students choose to follow academically.

"When they come in they're often anxious, and down on themselves," says Virginia Gordon, director of the alternative advising program at the Ohio State University. "But after we show them some of the areas that fit their interests, they're like different people."



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Students

Athletics

NCAA Officials Try to Counter Charges of Sex Bias in Sports

College group's director insists it has begun acting on gender gap

SEEKING A STRONGER VOICE

College Basketball Coaches Push to Regain Control Over the Sport

By DEBRA E. BLUM

MINNEAPOLIS

As advocates for women and several members of a House panel decried the inequitable treatment of female athletes and coaches, National Collegiate Athletic Association officials insisted at a hearing last week that they have begun to address the problem.

The hearing, the fourth held by the House Subcommittee on Commerce, Consumer Protection, and Competitiveness since last June, sought to gauge the extent to which college sports programs now comply with Title IX of the Education Amendments of 1972, the federal law barring sex discrimination at institutions receiving federal aid.

"We Would Be Outraged"

The verdict of women's sports proponents was clear: They don't. Armed with recent NCAA and General Accounting Office studies reflecting large gender gaps in participation rates, scholarship spending, and coaches' compensation, the advocates and the panel's chairwoman, Rep. Cardiss Collins, complained that colleges, the NCAA, and the Education Department's Office for Civil Rights had failed to protect the rights of female athletes and coaches.

"For too many years, schools have been spending more effort to find excuses not to comply with Title IX than to find ways to implement the law," said Representative Collins, an Illinois Democrat.

Noting the NCAA study's finding that men receive more than two-thirds of athletic-scholarship money and three-quarters of sports operating expenditures, she added: "If schools had special programs for male scientists, or if they designated two-thirds of their academic scholarships for men, we would be outraged. We should

Continued on Following Page

the cuts because they said the presidents' commission of the NCAA—the driving force behind the cutbacks—had never solicited their opinions or heeded their advice.

A particularly pressing matter for many assistant and part-time coaches is the rules change, scheduled to take effect August 1, that limits the annual salary of one assistant coach on each Division I basketball staff to no more than \$16,000. Although the so-called "restricted-earnings coach" would be considered a part-time employee, many coaches say it's a full-time job during the season and often through the summer.

As many as 500 assistant and part-time coaches gathered for a special session of the NABC convention. They voted unanimously to support action that may lead to a lawsuit against the NCAA, challenging the limited-income rule. That challenge, a federal class-action suit, might include claims of antitrust violations, interference with contractual rights of employment, and possibly race or age discrimination, said Ken Denzel, a Chicago lawyer who represents the coaches. Some of the affected coaches are members of minority groups or are over 40 years old, he said. A lawsuit could be filed as soon as next month if enough money can be raised to handle legal fees, he added.

At the NCAA meeting in January, the association's Division I-A members voted to accept a proposal drafted by the football coaches to replace their four restricted-earnings coaches with

Continued on Page A45

Michigan State Names New Athletics Director, but Controversy Lingers

By DOUGLAS LEDERMAN

Merrily Dean Baker, Michigan State University's new athletics director, is known as a consensus-builder who can unite disparate elements.

Given the recent feuding in Michigan State's sports program, and the fractious search that resulted in her selection, Ms. Baker will need those fence-mending skills when she starts her new job next month.

If her appointment this month had been announced at most colleges, headlines would have emphasized the fact that Ms. Baker will be only the second woman to run a sports program with a big-time football team. Barbara Hedges, the athletics director at the University of Washington, is the other female director in Division I-A.

But at Michigan State, which since 1990 has been torn apart by the struggle over control of the sports program, Ms. Baker's selection was met by charges of racism and

Continued on Page A45



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NCAA Tells Critics It Is Responding to Complaints About a Gender Gap

Continued From Preceding Page
have similar outrage with respect to sports."

Richard D. Schultz, who's been the NCAA's executive director for just five years, found himself in the tricky position of having to answer accusations that the association has virtually ignored Title IX since the law was established in 1972.

Most of the NCAA's critics at the hearing applauded Mr. Schultz for taking the issue seriously during his own tenure, and the director sought to capitalize on that good will by stressing the steps now under way within the association to promote gender equity.

Mr. Schultz provided a partial list of the members of a new special panel designed to consider ways in which NCAA institutions can better meet both the legal and "moral" standards of gender equity. The list—which included such vocal women's advocates as Donna Lopiano, executive director of the Women's Sports Foundation, and Ellen Vargas, senior counsel of the National Women's Law Center—suggests how intent the NCAA is on promoting sex equity, he said.

He also said the NCAA's presidents' commission had decided this month to create its own special panel on gender equity. The presidents had not originally planned to address that subject until 1993 as part of a broader consideration of financial issues, but they have now determined that it must be dealt with sooner, Mr. Schultz said.

"I regard it as vital that the NCAA



Rep. Cardiss Collins: "How can you convince us that the NCAA is committed to resolving these problems?"



Richard D. Schultz, NCAA's head: "It is vital that the NCAA take a leadership role in the months and years ahead."

take a leadership role in the months and years ahead," he said.

The women's sports advocates welcomed the NCAA's recent overtures but called them long overdue.

'A Long Way to Go'

"The university community must take responsibility for the pervasive sex discrimination in its intercollegiate athletic programs, and it must exercise the leadership to eradicate that discrimination," said Ms. Vargas of the women's

law center. "It has a long way to go. The few tentative steps which have been taken are a start, but they are not nearly enough."

Ms. Vargas and other advocates said the colleges were only partly to blame. They also accused the Education Department's civil rights office of having failed to enforce Title IX since the late 1970's.

Given OCR's inaction, they said, it is hardly surprising that the colleges have done so little.

"When Title IX was enforced in

the 1970's, there was phenomenal growth in the opportunities for women in sport," said Christine H. B. Grunt, director of women's athletics at the University of Iowa.

"When Title IX was not enforced in the 1980's, that progress came to a screeching halt."

OCR's top official, Michael L. Williams, complained that he had not been given a chance to testify at last week's hearing. In a letter to Ms. Collins, the Assistant Secretary for Civil Rights defended the

law center.

Two Republican members of

panel, Rep. Michael G. Oly, Ohio and Rep. Alex Melville, North Carolina, urged their colleagues on the subcommittee to let the NCAA solve its own problem.

"It's apparent to me that

the NABC is on the right track in academics, athletics, and gender

equity," said Representative Oly.

A growing number of coaches want to restructure the NABC, which has been criticized as disorganized and weak.

At the meeting, NABC members talked about hiring a new high-profile executive director and a full-time staff of three or four people to oversee the 4,400-member organization.

They discussed moving the association's Connecticut office to Kansas so it would be nearer to the NCAA, and also said they would consider hiring public-relations and lobbying specialists.

"In the past we have tended to present ourselves as a disunited, complaining bunch, instead of a

Athletics

Coaches Vow to Regain Control Over Basketball

Continued From Page A43
one regular assistant coach and two graduate assistants. The basketball coaches offered no such proposal.

James M. Rosborough, an assistant coach at the University of Arizona who is leading the campaign to overturn the restricted-earnings rule for basketball coaches, said the NCAA convention fell right in the middle of the basketball season, and the coaches who might have lobbied for changes were unable to attend. He added that individual basketball coaches and the NABC traditionally have not had a strong voice within the NCAA.

"We feel like we have never had a true advocate for college basketball," Mr. Rosborough said.

Disorganized and Weak

Jim Murchiony, a spokesman for the NCAA, said it was premature to respond to the possibility of a lawsuit, but that he hoped the coaches would find another way to address their concerns. He noted that the timing of the NCAA convention should not affect the basketball coaches' lobbying efforts because the important campaigning must be done in the summer, when proposals for rules changes are due.

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"In the past we have tended to present ourselves as a disunited, complaining bunch, instead of a



George Raveling, the USC men's basketball coach: "We need to get involved in the legislative process."

well-organized group prepared to identify and solve problems," said George Raveling, the men's basketball coach at the University of Southern California and a member of the NABC's Board of Directors.

"The power brokers are the presidents, the Knight Commission, and the NCAA council. We need to

get involved in the legislative process and influence these powers."

Mr. Raveling turned down an offer this month to become the NABC's executive director.

Talk of unionizing, which was first broached last fall, was limited at the meeting. Some coaches said they saw a union as a viable alter-

native and would continue to examine the possibility. But others said the idea would stay afloat only until the coaches' association made its much-needed changes.

Stepping up lobbying efforts and promoting the coaches' positions were the dominant themes at the meeting of the Black Coaches' Association, as well.

Time to Speak Out

Rudy Washington, the men's basketball coach at Drake University and the NCA's executive director, urged the approximately 200 coaches in attendance to speak out on issues that affect them. He said, for example, he had not heard enough from coaches who ought to be outraged by the NCAA's limited-earnings rule and the elimination of the graduate-assistant coach.

"Ten years ago this meeting would not have taken place because of personal fears about job security and rocking the boat," Mr. Washington said in an interview. "Then we started speaking up and out, but over the last three or four years, people have quieted down again."

John Thompson and John Chaney, the men's basketball coaches at Georgetown and Temple Universities, respectively—two of the elder statesmen of the NCA—lambasted their colleagues for not taking stronger stands.

Mr. Washington also dismissed calls by black coaches and civil rights groups that Mr. Knight be reprimanded for pretending to whip one of his black players.

He defended the Indiana coach's record in dealing with black players and said the incident should be ascribed to the coach's "peculiar sense of humor," not to racism.

had spoken out, their "voices just don't have the same ripple effect" as did Mr. Thompson's and Mr. Chaney's.

In a related matter, Mr. Washington said that incidents involving a Duke University basketball player and Indiana University's men's basketball coach, Bob Knight, had been unfairly portrayed as racial issues. He urged members of the NCA to be careful not to attach a racial label to general issues of fairness.

In an interview, he said: "Of course we should attack racism if it comes up, but not everything should be looked at in black-white terms."

His comments were in response to concerns voiced at the meeting by some black coaches who felt two players involved in separate incidents on the court were treated differently because of their race.

They said that Duke's Christian Laettner, who stepped on an opponent's chest during a game last month, and the University of Connecticut's Rod Sellers, who elbowed Mr. Laettner in the head in a game last year, were not punished equally. Mr. Sellers, who is black, was suspended for one game. Mr. Laettner, who is white, was not.

Mr. Washington also dismissed calls by black coaches and civil rights groups that Mr. Knight be reprimanded for pretending to whip one of his black players.

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Suit Accuses Brown U. of Discriminating Against Its Female Athletes

By DEBRA E. BLUM

A sex-discrimination lawsuit against Brown University is the latest salvo in an increasingly intense battle by women's-rights advocates for equality in intercollegiate sports.

Robert A. Reichley, Brown's executive vice-president, said he could not comment on the lawsuit because he and other Brown officials had not yet seen it. He said, however, that Brown had provided equal opportunity for men and women in intercollegiate sports.

"We feel we are in compliance,"

Vanderbilt's Women's Basketball Program Penalized for Major NCAA Violation

The women's basketball program at Vanderbilt University will forfeit one scholarship next year and provide 10 paid campus visits instead of the usual 15 this year because of a major violation of National Collegiate Athletic Association rules.

The NCAA's Committee on Infractions announced last week that it had accepted penalties that the university previously had imposed on itself.

The Vanderbilt case stemmed from what was originally a minor violation in March 1990, in which the former women's basketball coach, Phil Lee, gave an athlete a ride and a free ticket to a local high-school basketball tournament. Mr. Lee also made contact with a potential recruit at that tournament, another minor violation.

Those breaches would have

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Michigan State officials hope that Ms. Baker's appointment will help bring an end to more than two years of skirmishing over the top athletics job. The university's trustees gave the position to Mr. Perles, the Spartan football coach, in January 1990, despite the strenuous objections of President John DiBiaggio. Mr. DiBiaggio believed the two jobs should remain separate and protested that the trustees, moving quickly to keep Mr. Perles from accepting a job in professional football, had ig-

nored the university's black community and by Mr. Perles.

Mr. Perles served in the position on an interim basis from July 1990 until last December, when a reconstructed Board of Trustees voted to separate the two jobs. At that time, the board also declined to give Mr. DiBiaggio the full authority over athletics hiring that he had requested.

"I am well aware that this decision has not been easily achieved, and that there was a significant amount of pain involved," she said after the trustees approved her appointment. "But today is the beginning of the future, and we must move forward together."

Drama and Hard Feelings

The search committee did not include Mr. Perles among its final eight choices, which angered him. He vowed to "reveal the facts" about his treatment when he interviewed the finalists.

Choice Called Racist

The six finalists, which the panel did not list in order of preference, included two black men, two white women, and two white men. One of the black men, Clarence Underwood, is an associate athletics director at Michigan State who had been favored by many members of

the university's black community and by Mr. Perles.

Ms. Baker, an assistant executive director of the National Collegiate Athletic Association, sought to look ahead rather than back.

"I am well aware that this decision has not been easily achieved, and that there was a significant amount of pain involved," she said after the trustees approved her appointment. "But today is the beginning of the future, and we must move forward together."

Representatives of black-student and black-faculty groups were much harsher in their assessment, insisting that Mr. Underwood was the best-qualified candidate. Said Gloria Smith, professor of counseling, educational psychology, and special education, and president of Michigan State's Black Faculty Association: "With this selection for AD, President DiBiaggio has set the university back 30 years to a time of Lester Maddox, when it was inconceivable that an African American could be considered for AD position. At least when we were dealing with Bull Conner, we could see the dogs coming."

University officials vehemently denied the racism charge. Michael G. Schechter, the chairman of the search committee, noted the diversity of the finalists and said that under Mr. DiBiaggio and Mr. Scott, Michigan State had hired a significant number of minority deans and directors.

Qualifications Defended

Mr. Schechter, professor of international relations, also defended Ms. Baker's qualifications, citing her national experience at the NCAA and her regional knowledge of the Big Ten Conference. She served as director of women's athletics at the University of Minnesota, a conference member, from 1982 to 1988.

In the end, many observers at Michigan State agreed, Mr. Underwood was undermined more by his ties to Mr. Perles than by his race.

With Ms. Baker, they said, Michigan State is seeking a fresh start after the clashes of the recent past. But many observers wonder whether Mr. Perles will be satisfied as just the football coach, and how he will get along with his new boss.

International

The American Physical Society's governing council has adopted a policy statement encouraging its members to cooperate with scientists in South Africa.

The society is the largest professional organization of physicists in the United States. "This is a time of rapid political change in South Africa," said the statement. "Financial and social stresses on education, particularly science education, and on fundamental research put the future training of African scientists in jeopardy. The isolation of South African teachers and university faculty from external colleagues makes it even more difficult to train and maintain a core of qualified scientists. Thus, while abhorring the past extreme violations of human rights by the government of South Africa, the American Physical Society encourages interactions and collaborations between individual scientists of the United States and South Africa."

The society said the purpose of the statement was "to increase collaboration with South African scientists, both black and white, and to encourage other societies and scientists to take similar action."

According to the society, the South African Institute of Physics sponsored many programs seeking interaction with physicists in other countries, but most met with little success because of a boycott by European and American physicists.

"An academic boycott is a very different issue from the economic sanctions," said Robert Richardson, a Cornell University physics professor who helped draft the statement. "When majority rule takes place in South Africa, the minerals will still be in the ground and the economy can recover. Such is not the case for the educational enterprises. If the remaining talented scientists become so discouraged that they leave the country, they may not be replaced for several generations."

Heinrich Fink has stepped down as rector of Berlin's Humboldt University.

Although Berlin Senator Manfred Ehrhardt fired Mr. Fink as rector and as a professor of theology in November because he allegedly had spied on students and colleagues for the Stasi, the East German secret police, from 1969 until 1989, Mr. Fink had refused to acknowledge the dismissal.

He gave up his title as rector after a Berlin administrative court rejected his and the university's claim that he could continue as rector. Mr. Fink maintained that even though he was no longer a professor, he could still function as rector. Because he had been elected rector by the Academic Senate of the university, he argued that he could be fired only by that body.

Mr. Fink said he would continue to contest his firing and to fight to disprove the charges against him.



Demonstrators storm the State of Victoria's Parliament in Melbourne after a march to protest proposed changes in government financial-aid plans turned violent.

Soaring Demand Forces Australian Universities to Turn Away Thousands of Qualified Applicants

By GEOFFREY MASLEN

MELBOURNE

Soaring demand for higher education among young Australians has forced universities across the country to turn away thousands of qualified applicants.

The number of eligible students unable to enroll in a university in 1992 is expected to be twice the record 30,000 students who were turned away last year, and many education officials say the number could reach 65,000. After experiencing severe overcrowding in 1991, universities scaled back their enrollments for the current academic year, which began in late February.

The state-by-state totals on students who were turned away are staggering. In the two biggest states—New South Wales and Victoria—more students applying for

experienced overcrowding problems were given permission by the federal government to cut the number of students they enrolled for 1992 by up to 5 per cent of last year's totals. As a result, overcrowding on most campuses has been greatly eased, although students complain that facilities such as libraries continue to be stretched to their limits.

The state-by-state totals on students who were turned away are staggering. In the two biggest states—New South Wales and Victoria—more students applying for

Australia and has caused unemployment to rise to almost 11 per cent. Among teenagers, the jobless rate is close to 30 per cent in some parts of rural Australia and some suburban areas. That has made it increasingly difficult for students to find part-time jobs to help them get by.

The pressures on students are starting to show. A violent confrontation with police in Melbourne last month showed how angry and frustrated students have come.

The National Union of Students in

"An explosive situation could and should have been predicted. Instead, the government has adopted a 'Let them eat cake' approach."

1992 Enrollment Curtailed

From the start of the 1991 academic year, faculty members and students had to contend with overcrowded lecture halls, laboratories, and libraries. Thousands of staff members and students supported campus walkouts and other protests around the country, and faculty unions warned that they would not tolerate a repeat of the situation in 1992.

Late last year, universities that had ex-

a university place were rejected this year than were accepted. Universities in those two states, which enroll about 60 per cent of the nation's total, were affected more severely by last year's crisis in overcrowding than those in other states. Only about 49,000 of the 95,000 students in New South Wales who applied to a university this year were admitted, down by almost 5,000 compared with 1991. In Victoria, universities cut overall acceptances by up to 20 per cent, and fewer than half the students who wanted to enroll were offered places.

Students also have been affected by the severe recession that continues to afflict

the economy.

Although the lack of employment oppor-

tunities is one factor in the extraordinary increase in demand for higher education, more significant is the huge rise in the number of students completing high school. Over the past 10 years the proportion of students who start high school and complete the 12th grade has more than doubled and is now approaching 80 per cent.

Change in Public Attitudes

For years, Australian parents have been exhorted by the government to encourage their children to stay in school and to pursue a higher education. While those efforts have resulted in a profound change in public attitudes, they have not been accompanied by adequate increases in state and federal funds to expand the higher-education system to cope with the rising demand.

"An explosive situation could and should have been predicted," said a spokeswoman for the Union of Australian College Academics. "Instead, the government has adopted a 'Let them eat cake' approach by providing minimal expansion of the technical- and further-education system and suggesting students apply" to such institutions instead of to a university.

The technical- and further-education system—the second arm of postsecondary education in Australia, known universally here by its initials, TAFE—is faced with even greater student demand than the universities. As many as 150,000 Australians who sought TAFE places this year probably will not get them.

"This is a deplorable outcome," the union spokeswoman said. "It will consign many young people to the scrap heap of unemployment."

The Australian government has promised to increase by 100,000 the number of TAFE places over the next 10 years, but faculty unions contend that will eventually put even greater pressure on higher-education institutions. As more students complete TAFE courses, more and more can be expected to seek to transfer to a university to continue their education.

Faculty unions and student organizations have met with Peter Baldwin, the Minister of Higher Education, to discuss those issues. They have called on the government to take several actions. Among them:

- Provide more money to higher education to improve the quality of programs and infrastructure, and to reduce faculty teaching loads in 1993.

- Allocate grants to universities that would meet the full cost of new student places and introduce more rigorous procedures to prevent institutions from enrolling more students than they can accommodate.

The faculty and student groups also want the government to clarify its plans and projections for enrollment growth in both TAFE and the universities.

Vice-Chancellors' Requests

The Australian Vice-chancellors' Committee also has urged the government to increase spending on universities to allow institutions to enroll more students. The committee called for more federal grants for campus building projects and said the government's proposed budget for higher

Continued on Following Page

COSTLY PLAN GETS MIXED REVIEWS

Italy Seeks to Expand and Improve Academic Research, but Critics Question Capability of Public Universities

By JANE MONAHAN

ROME

Anxious to strengthen its national research capability and improve its economic competitiveness, Italy is spending some \$50-million over a two-year period to create 2,000 new jobs for researchers at the country's public universities.

While the plan is generally seen as a step in the right direction, it gets mixed reviews from observers in higher education and industry. Some critics say the creation of such jobs will not necessarily help the country improve its research capacity if all of the positions are at public universities, which are commonly criticized for their inefficiency.

Many of Italy's newer, private institutions are attracting a growing share of corporate research and development grants as well as government contracts.

The structure of Italian higher education actually hinders the expansion of

research. Nearly all of the country's basic research and full-time researchers are concentrated in the public universities. Those institutions absorb the biggest share of state expenditures in research—about 40 per cent of the total—and conduct 20 per cent of all projects.

But Italy's public universities are widely viewed as being extremely wasteful. Only about 30 per cent of all students who enroll ever complete a degree. With such a poor record, critics say the public universities are not necessarily the best institutions to entrust with the future of the country's research enterprise.

Little Advanced Technology

Italy is still a nation that basically "transforms" existing technology and develops new applications for it while inventing little advanced technology of its own. Scholars who have studied the problem for the Ministry for Universi-

ties and Scientific and Technological Research say the world of basic academic research at the public universities is too removed from developments in the marketplace.

Many smaller, private universities are trying to change that, although not without controversy. They are taking on more and more corporate research assignments, and are educating students in response to specific needs in the economy of Italy and Europe.

In contrast to some of their state-sponsored counterparts, the private universities are considered highly efficient and productive. Their students are extremely motivated, and admission is by examination—the entrance requirement for public universities is a high-school diploma. The private institutions also charge tuition.

Annual fees are about \$6,000 per student—the highest in the country—at both Luigi Bocconi University of Commerce in Milan and the Free International University for the Advanced Study of the Social Sciences in Rome, which is known universally here as LUISS, for its initials in Italian.

The two institutions typify a new, pragmatic approach to higher education being taken by some private universities. They offer courses of study in a limited number of subjects, all of which are linked to the economy and the labor market—business administration, economics, and law among them.

6-Month Projects

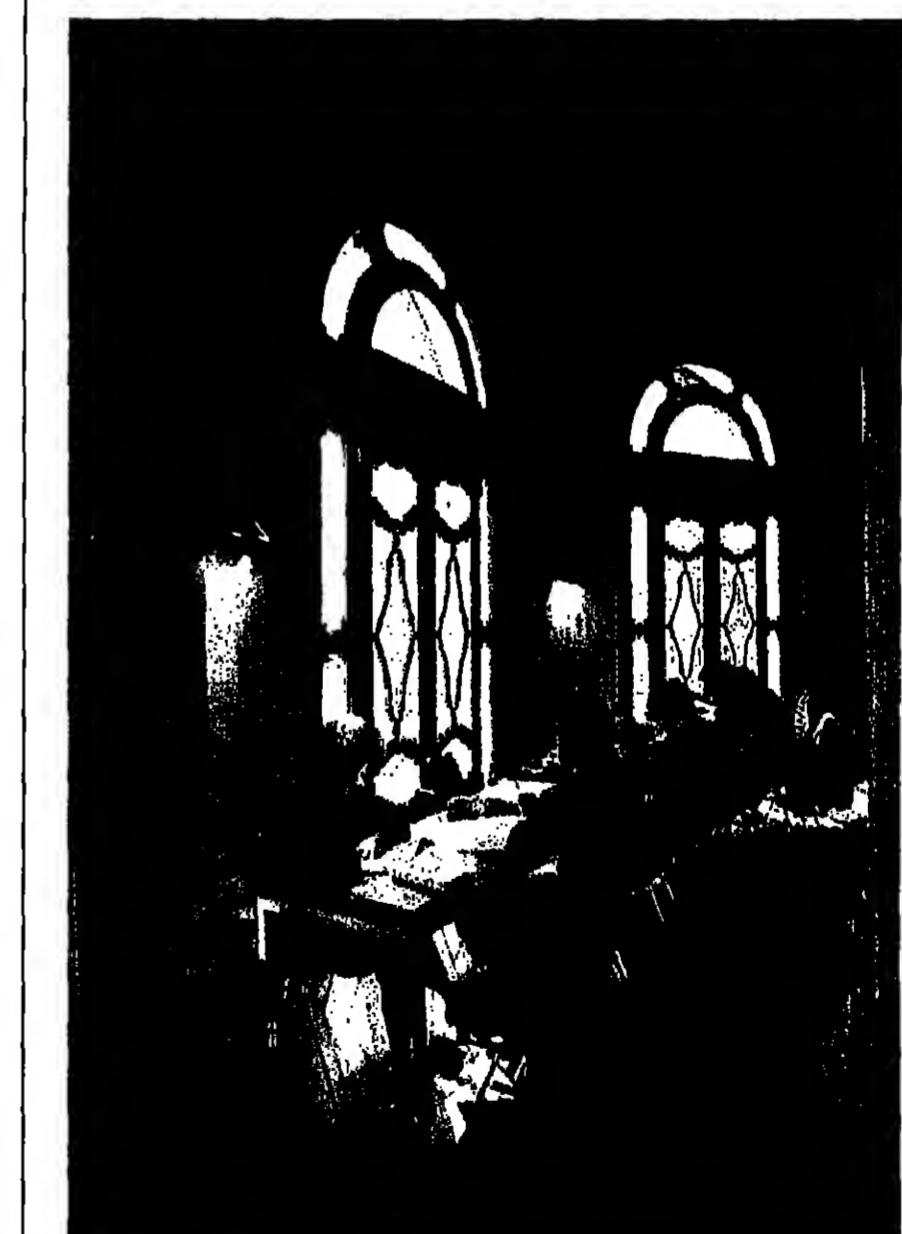
Of an enrollment of some 10,500 students at Bocconi, only 3 to 4 per cent drop out before completing their degree, officials say. The rate is about the same at the 3,000-student LUISS. "And the vast majority of students finish their degrees on time," says Maria Sticchi, who is the coordinator of international programs at LUISS.

Research at the private universities is almost exclusively applied work done under contract to government and industry. Ms. Sticchi says that no research project at LUISS takes more than about six months to complete. But, she quickly adds, that does not mean that such research is not of major importance.

Last year research teams at LUISS worked together on a study of the economic problems of Italy's transportation and utility monopolies, a project that was commissioned by Confindustria, the country's largest association of manufacturing companies. In addition, LUISS researchers conducted a study of all the enterprises owned and operated by the state, which was commissioned by the Ministry of Finance and later became part of an industrial-privatization proposal.

Such assignments demonstrate "the

Continued on Following Page



Marco Spada, Reice Star, for The Chronicle
Students work at Rome's Free International University, a private institution that offers degrees only in fields that are tied to the economy.

Italy to Spend \$50-Million to Expand and Improve Academic Research

Continued From Preceding Page
professionalism of the research work done at LUISS," Ms. Sticchi says.

Fabio Matarazzo, the official responsible for universities in the Ministry of Public Instruction, criticizes institutions like LUISS and Bocconi for not providing students with a broad-based, general education, and for performing only applied research. He says many higher-education officials view the private institutions as parasitic because most of their faculty members are hired on only a part-time basis, and many are drawn from—and often simultaneously work for—Italy's public universities.

More Competition Expected

The competition between the two sectors of higher education is expected to increase steadily. The benefits of the government's plan to increase research staffing, however, will go to the public universities.

Scholars at public universities have welcomed the spending plan, which was developed by the Ministry for Universities and Scientific and Technological Research. Faculty leaders say that in recent years many of those who earned their doctorates at Italian universities have been unable to find research or teaching jobs in their fields, and 2,000 new positions will help get such qualified candidates into the academic work force sooner.

But Mr. Matarazzo says the planned investment is not enough



Fabio Matarazzo of the Ministry of Public Instruction: "It is necessary to be much more selective." Maria Sticchi of Roma's Free International U.: "The vast majority of students finish their degrees on time."

to close the gap that separates Italy from many other industrialized nations in research capacity. Italy currently employs 27 full-time researchers for every 10,000 inhabitants, which is below the average in almost all the other 23 member countries of the Organization for Economic Cooperation and Development. And Italy's spending on research amounts to only 1.4 percent of its gross national product, compared to an average of 2.5 percent in the other OECD countries. About 70 percent of what Italy

spends on research comes from the government and the rest from private business and industry.

In addition, he says, the impact of the new jobs is likely to be held in check for a time by a one-year freeze at 1991 levels on federal spending on research in order to help reduce the country's huge budget deficit.

The freeze comes at a bad time. In 1993 the European Community—which Italy is a member—will create a single economic market that is expected to increase

competition in industry, services, and technology.

In view of the limited resources for research this year, Mr. Matarazzo says the challenge is to concentrate on just a few areas.

A Political Issue

"It is necessary to be much more selective to insure that the resources are used efficiently," he says. However, he adds, making such choices is a political issue in the public universities, where faculty members can be expected to

contest any decision on which departments and disciplines will receive support.

The issue threatens to revive disagreements on the campuses that date to 1990, when the government proposed allowing the state institutions to obtain external, private financing for the first time. Typically, such financing was expected to come in the form of corporate grants for research.

"Professors of philosophy and literature stood to gain little from such financing," explains Mr. Matarazzo, while those in economics, law, mathematics, and science—subjects more closely related to the needs of Italian commerce and industry—supported the reform and stood to benefit from it.

A Government Guarantee

Since then the government has clarified its commitment to higher education and guaranteed that it will continue to bear financial responsibility for the public universities. Any private financing a university gets is regarded as something extra. The risk that a private company could influence the content of courses is now dismissed by both students and faculty members. However, some of the underlying faculty attitudes remain, says Mr. Matarazzo.

"Humanities professors believed the universities would be better off without such financing," he says, out of fear that it could lead to domination of their campuses by a corporate culture, or a scientific culture.

Many faculty members, he says, still hold such views.

THE revolving door is spinning fast at the University of Chicago, which last week named its third provost this year.

Edward O. Laumann, dean of the division of social sciences, was named provost after a quick search by Hanna H. Gray, the university's president. He replaces Gerhard Casper, who resigned in January and was named to the presidency of Stanford University last month.

When Mr. Casper resigned, Mrs. Gray appointed Kenneth W. Dam to take over as interim provost in September, when the former Chicago law-school professor plans to retire as vice-president for law and external relations at the International Business Machines Corporation.

Before he could start at Chicago, Mr. Dam was asked to put out a fire elsewhere: He is now interim president of the United Way.

Mr. Casper said he couldn't be Chicago's provost and Stanford's president-elect at the same time. Mr. Dam couldn't get away from the United Way.

Enter Mr. Laumann, a long-time professor of sociology at the university. Last fall the National Institute of Child Health and Human Development withheld previously approved funds for a survey of sexual practices Mr. Laumann was conducting. Recent amendments to federal bills have effectively tabled another survey of adult sexual practices that he was to be involved in administering.

Mr. Laumann's appointment is effective this week.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Valada S. Walker
Temple University



Andrei Serban

Columbia University



Jacqueline Wohl

Greenville Technical College

Robert H. Clapp

U. of Missouri at St. Louis

W. T. Greer, Jr.

Virginia Wesleyan College

■ New college and university chief executives: Champlain College, Roger H. Perry; Community College of the Finger Lakes, Daniel T. Hayes; University of California system, Jack W. Peltason; University of Houston at Victoria, Lesta Van Der Wert Turchen; University of Texas at Austin, William H. Cunningham; Virginia Wesleyan College, William T. Greer, Jr.

Appointments, Resignations

Levi C. Adams, associate provost and associate vice-president for biology and medicine at Brown U., to vice-president for governmental and community affairs.

Howard Mossberg, to vice-chancellor for graduate studies, and public service on July 1, 1994.

For the two-plus years until then, Howard Debicki will take a sabbatical and return to the campus on July 1, 1993, to serve as

dean of the graduate school and vice-chancellor designate;

■

What if you gave a press conference and nobody came? That was the case early this month when no reporters showed up to meet with Joseph Brodsky, the Nobel laureate and poet, who was visiting West Virginia University. Mr. Brodsky looked at the handful of students and faculty members who did attend and finally told them, "I would just like to say that I look forward to these meetings with the students, and I do hope some good might come out of it."

Richard J. Collings, acting provost at Kutztown U., to provost and vice-president for academic affairs.

William H. Cunningham, president of U. of Texas at Austin, to chancellor U. of Texas System.

Larry M. Miller, executive director of development for the health sciences center at West Virginia U., to vice-president for development of Louisville Presbyterian Theological Seminary.

Almeda J. Jokha, associate vice-president for student affairs at Clemson U., to vice-president.

Robert B. Kalman, former professor and chairman of journalism at U. of Nevada at Reno, to director of public affairs at Boston College.

Robert H. Clapp, interim provost at Texas A&M U., to provost and vice-president for academic affairs.

Mary-Beth Knaggs-Jasper, chair of chemistry at Pace U., to dean of the college of science at Rochester Institute of Technology.

Matthew G. Kupas, associate vice-president for development at Hofstra U., to associate vice-chancellor for development at U. of North Carolina at Chapel Hill.

Continued on Page A51

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Gazette

Gazette

Continued from Page A49

Edward O. Laumann, dean of the social-sciences division at U. of Chicago, to president.

Nick Lomax, vice-president for student affairs at Clemson U., to vice-president for administration and secretary to the board of trustees.

Bona MacLean, associate vice-president for student services at California State U. at Long Beach, to executive assistant to the president.

Maria C. Magalhaes, associate director of admissions at U. of Bridgeport, to director of admissions at Swiss Hospitality Institute (Conn.).

Curtis A. Meissner, chancellor of West Valley-Mission Community College District, to professor and director of the Center for Community College Education at George Mason U.

Les Nash, vice-president for academic affairs at George Fox College, has announced his resignation, effective July 1. He will remain on the faculty as professor of history.

Mano J. Omaha Boy, vice-president for academic affairs at Teaching Community College, to director of the Teaching Excellence Center at Rutgers U. at Camden.

Helen T. Ouellette, former assistant dean for budget and operations in the school of government at Harvard U., to vice-president for administration and finance at New England Conservatory.

Jack W. Peltason, chancellor of U. of California at Irvine and former president of American Council on Education, to president of U. of California system.

Roger H. Perry, vice-president for academic affairs and provost at Chapman College, to president.

Ronald Pfeiffer, former vice-president for academic affairs at Saint Michael's College, to president of the Boston campus of Shaws Women's U. and Shaws Women's Junior College (Japan).

Sally Randel, deputy director of medical development at Stanford U., to vice-president for institutional advancement at Mills College.

Vigilante S. Red, dean of the arts and director of the Davis Center at City College of City U. of New York, to provost of U. of the Arts.

Stephen A. Scott-Martini, director of the Performing Arts Center at State U. of New York College at Buffalo, to assistant vice-president for institutional advancement and executive director of alumni affairs. (This corrects an item that appeared in the March 18 issue of *The Chronicle*.)

Joseph J. Sances, professor of economics at Rutgers U., to university vice-president for academic affairs.

Arvel Serban, director, to professor of theater arts and director of the center for theater studies at Columbia U., effective in September.

Carol Siekka, staff attorney at Washington, D.C., Public Defender Service, to assistant professor of law at Harvard U., effective July 1.

Loyd Swindalby, president of Augustana College (S.D.), has announced his retirement, effective June 30.

Sandra Lawson Taylor, vice-president for student affairs at Western Washington U., to vice-president for student affairs at U. of Arizona, effective August 1.

Leota Van West Turchen, vice-president for academic affairs at Dakota Wesleyan U., to president of U. of Houston at Victoria, effective July 1.

Velinda S. Walker, acting vice-president for student affairs at Temple U., to vice-president.

Many Wiener-Hanks, associate professor of history at U. of Wisconsin at Milwaukee, also to director of the Center for Women's Studies.

Jacqueline Wohr, faculty member in the nursing program at Greenville Technical College, to dean of nursing.

Gene G. Webber, professor of chemistry at Grinnell College, to dean of the college and provost at Washington College (Md.).

22-24: Research administration, "Fundamentals of Sponsored-Project Administration," training program, National Council of University Research Administrators, Washington, Contact: (202) 328-5900.

22-24: Interdisciplinary studies, "Old Worlds in the New World," interdisciplinary conference on the encounter of Africa and Europe in the Americas, Hattie Institute for Cultural and Scientific Research and University of the District of Columbia, Washington, Contact: Marc A. Christophe, Department of Foreign Languages, University of the District of Columbia, Room M104, 4200 Connecticut Avenue, N.W., Washington, 20008.

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22-24: Higher education, Deanne's seminar, Council of Colleges of Arts and Sciences, Doubletree Hotel, Albuquerque, N.M., Contact: Richard J. Hopkins, Executive Director, CCAS, Ohio State University, 186 University Hall, 230 North Oval Mall, Columbus, Ohio 43210-319; (614) 292-1882.

22-24: Institutional advancement, "Strategies for Effective Community Relations," workshop, Council for Advanced

French at Haverford College, April 2 in Westport Point, Mass.

Tanya A. Day, 45, director of the Equity and Professional Development Center at U. of Maryland at College Park, April 1 in Washington, D.C.

William H. Drury, 71, former professor of ecology at College of the Atlantic, and former research director of Massachusetts Audubon Society, March 26 in Bar Harbor, Me.

George A. Gay, 59, senior associate professor of New Testament and founder of the Hispanic Ministries program at Fuller Theological Seminary, March 23 in Pasadena, Calif.

Harry Greenbaum, 85, former clinical professor of psychiatry at New York U., March 25 in Bronx, N.Y.

LaLain B. Ingemie, 85, professor emeritus of education at Teachers College of Columbia U., April 3 in Englewood, N.J.

Hyman Kavett, 70, former professor of education at College of Staten Island, March 29 in Elizabeth, N.J.

Hugh T. Kerr, Jr., 82, professor emeritus of theology at Princeton Theological Seminary, March 27 in Princeton, N.J.

Joy McClinton, 63, associate professor of speech at Pensacola Junior College, March 23 in Pensacola, Fla.

Ernest E. Miller, 67, former professor of mechanical engineering at Northeastern U., March 29 in Sherborn, Mass.

Lawrence Olson, 73, former professor of history at Wesleyan U., March 17 in Washington.

Mildred E. Omwake, 87, former professor of home economics at Indiana U. of Pennsylvania, March 30 in Mitchellville, Md.

Thomas Park, 83, former professor of zoology at U. of Chicago, March 20 in Chicago.

Thomas R. Pazzullo, 49, vice-president for development and public relations at the School of Law, March 16 in Providence, R.I.

Ronald Pfeiffer, former vice-president for academic affairs at Saint Michael's College, to president of the Boston campus of Shaws Women's U. and Shaws Women's Junior College (Japan).

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22-24: Institutional advancement, "Strategies for Effective Community Relations," workshop, Council for Advance-

ment and Support of Education, Wyndham Harbour Island, Tampa, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, South Bend, Ind. Contact: Michael Clarke, Department of English, Loyola University of Chicago, 6525 North Sheridan Road, Chicago 60626.

22-24: Women's studies, "Reassessing the Renaissance: The Revival of Learning," conference, Cameron University, Lawton, Okla. Contact: Jack Bowman, Year of the University, Cameron University, 2000 West University Boulevard, Lawton, Okla. 73505-6377; (405) 581-3445.

22-24: Legal studies, "Beyond Our Borders: Global Themes in Legal Studies," annual invitational conference, American Bar Association's Commission on College and University Non-Traditional Legal Studies, 341 North Fairbanks Court, Chicago, 60611-3314.

22-24: Multicultural studies, "Multicultural Team Building and Strategic Planning Institute," Lenior-Rhyne College, Orlando, Fla. Contact: Jackie Brown, (704) 328-7353 or (704) 327-2957, or (800) 869-1794.

22-24: Student, Annual conference, National Organization of Student Assistance Programs and Partners, Cityfront Center Sheraton Hotel, Chicago, Contact: nosp, Suite 106, 1474 Walnut Street, Boulder, Colo. 80301; (800) 442-0436.

22-24: Student studies, "Virtual Reality: Film, Photography, History," international conference, University of Wisconsin, Milwaukee. Contact: Kathleen Woodward, Director, Center for Twentieth Century Studies, University of Wisconsin, Milwaukee, 910, Box 413, Milwaukee 53201; (414) 229-4141, fax (414) 229-5964.

22-24: William Inge, "The Psychological and Social Issues in the Plays and Films of William Inge and His Contemporaries," annual William Inge Festival and Conference, Independence Community College, and sponsors, Indianapolis, Ind. Contact: Jill Warford, Artistic Director, William Inge Festival XI, Independence Community College, P.O. Box 708, Independence, Kan. 67301; (800) 447-0708.

24: Alumni, "CASE Study of a Gold Medal Alumni Relations Program," workshop, Council for Advancement and Support of Education, University of Iowa, Iowa City, Contact: CASE, 11 Dupont Circle, Washington 20036; (202) 328-5900.

24: Freshman-year experience, "Freshman Experience Seminar Series," University of South Carolina and other partners, Detroit. Contact: Freshman Year Experience Conferences, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

24-25: American studies, "Multiculturalism and the Americans," annual spring conference, New England American Studies Association, Boston. Contact: Lois Rudnick, American Studies Program, University of Massachusetts, Amherst, Mass. 01003-4146.

24-25: Computers, "Byte-Sized Solutions for the 90's," seminar, National Association of College and University Food Services, Fort Collins, Colo. Contact: NACUS, 1405 South Harrison Road, Manly Miles Building, Michigan State University, East Lansing, Mich. 48824.

24-25: Philosophy, "Science, Technology, and Values," conference, Society for Indian Philosophy and Religion, Elgin College, Elgin College, N.C. Contact: Chandan Chakrabarti, Campus Box 2236, Elgin College, N.C. 27244.

20-23: Computers, "Educational Technology and Interactive Strategies," videoconference, George Washington University, Contact: Braden Kuhiman, (800) 476-5001.

22-24: Research administration, "Fundamentals of Sponsored-Project Administration," training program, National Council of University Research Administrators, Washington, Contact: (202) 328-5900.

22-24: Philosophy, "Marxism and the Natural Sciences," symposium, Boston University, Boston. Contact: Robert S. Cohen, Center for Philosophy and History of Science, Boston University, Boston 02215.

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Coming Events*Continued from preceding page*

26-27: History. Semi-annual conference, New England Historical Association, Assumption College, Worcester, Mass. Contact: Peter C. Holloman, NEHA, Pine Minor Garage, Chestnut Hill, Mass. 02167; (617) 914-0100.

26-28: Assessment. "Quality in Prior Learning Assessment Programs," workshop, Council for Adult and Experiential Learning, Chicago. Contact: Dan Bamford-Ries, Suite 510, 223 West Jackson Boulevard, Chicago 60606; (312) 5909, fax (312) 922-1769.

25-28: Critical Thinking. "Critical-Thinking Teaching Strategies," regional institute, Foundation for Critical Thinking, Pittsburgh. Contact: Center for Critical Thinking, Sonoma State University, Rohnert Park, Calif. 94923; (707) 664-2340.

25-27: Teaching. "Teaching Without Social Difference: Workshops on Innovative Instructional Practices," University of Chicago, Chicago. Contact: Pearl Gozels, University of Chicago, 5835 South Kimball Avenue, Chicago 60637; (312) 702-7503, fax (312) 702-6814.

28-30: Technology. International conference on technology education, University of Missouri and other sponsors, Weimar, Germany. Contact: Michael Dyer.

25-28: Fundraising. "Fundraising for the Non-Technician," seminar, Institute for Charitable Giving, Dearborn Inn, Dearborn, Mich. Contact: 100 North Michigan Avenue, Chicago 60611; (312) 222-9782, fax (312) 222-8441.

26: Admissions. College fair, National Association of College Admission Counselors, Disneyland Hotel, Anaheim, Calif. Contact: NACAC, Suite 430, Alexandria, Va. 22314; (703) 836-2222, fax (703) 836-8015.

26-28: Business officers. "Senior Financial Officers Conference," National Association of College and University Business Officers, Jacksonville, Fla. Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 961-2520.

27: Student-success courses. One-day seminar on student-success courses, College Survival Inc., San Francisco. Contact: 1801 24th Street, San Francisco, Calif. 94111; (415) 527-3474; (800) 526-8123, fax (415) 543-7553.

27-28: Fundraising. "Funding and Managing Your Institutionally Related Foundation," workshop, Council for Advancement and Support of Education, San Francisco. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 372-5900.

27-28: Grantsmanship. "How to Find—and Win—Federal Grants," seminar, Capitol Publications Inc., Holiday Inn-Georgetown, Washington. Contact: (800) 836-0732.

28-29: Fundraising. "Taxes Planning for the Non-Technician," seminar, Institute for Charitable Giving, Dearborn Inn, Dearborn, Mich. Contact: 100 North Michigan Avenue, Chicago 60611; (312) 222-9782, fax (312) 222-8441.

28-29: Science. Annual meeting, National Academy of Sciences, Washington. Contact: (202) 334-2138.

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CONFERENCES**PENNSTATE**

June 18-19, 1992

How Colleges Can Obtain National (and Regional) Publicity

Harrisburg Hilton & Towers, Harrisburg, PA

A pre-conference workshop on June 17 will focus on "Everything You Want to Know About College Guides." Speakers include Edward Fleke, "The Fleke Guide to Colleges"; Jersey Gilbert, "Money Guide: America's Best College Buys;" and Robert Morse, U.S. News & World Report's "America's Best Colleges."

Speakers for the June 18-19 conference include:

Gail Evans, Vice President
Booking and Research
Cable News Network
Paul Desruisseaux
Associate Managing Editor
The Chronicle of Higher Education
Joseph Boyce, Senior Editor
The Wall Street Journal
Norm Goldstein, Director
AP Newfeatures
Special Projects

Ruth Winter
Freelance Writer
Gregory Johnson, Producer
"America in the Morning"
Mutual Broadcasting
Nancy Well, Producer
"The Deborah Norville Program"
ABC Radio
Frank Doblesky, President
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For additional information:

Annette Cramo
Continuing Education
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1010 North Seventh Street
Harrisburg, PA 17102
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A continuing education service of Penn State's Division of Humanities, in cooperation with Arthur Clary & Associates.

HOLLINS
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The Center for the Development of Pluralistic Leadership
Present a
SUMMER INSTITUTE ON CAMPUS DIVERSITYat
Hollins College • Roanoke, Virginia
June 24-28, 1992

Join your colleagues on the beautiful Hollins College campus near the Blue Ridge Mountains for a four-day institute focused on issues related to racial, ethnic, and cultural diversity on American campuses. Learn program strategies. Gain cross-cultural awareness. Experience cultural diversity. Topics will include:

Race and Ethnic Relations
A Colloquium on Ethnicity
Legal Issues and Campus Diversity
Models for Student Leadership
Admitting and Retaining Students of Color
Counseling Students in a Diverse Environment
Mobilizing Employees for Diversity
Diversity in the Classroom
Creating a Culturally Affirming Environment
and more . . .

Institute fee of \$425 covers registration, housing, meals, and all conference materials. Detailed program information and registration forms available in April.

For registration information:
Rebekah Woodie
(703) 362-0301

For program information:
Joyce Stuber
(404) 605-8840

NSF Institute in Psychology of Aging

Excellent opportunity for top-level training with nationally recognized experts in up-to-date theory, application, and research on different topics related to aging. Specially designed for faculty in 2- and 4-year colleges, the institute aims to strengthen participants' disciplinary expertise and to enhance their skills in presenting up-to-date material in aging to their students. The institute will be held in Duluth July 6-17, 1992 with on-call consultation available during 1992-93. In addition, participants will attend a one-week follow-up institute in summer 1993. While NSF provides food, lodging, and a stipend, transportation is the responsibility of the participants' home institution. Limited enrollment. For application materials please write to:

Chandra M. Mehrotra, Ph.D.
Director, NSF Institute
College of St. Scholastica
Duluth, MN 55811

and more . . .

for application materials please write to:

CONFERENCES**1992 SUMMER SEMINARS IN HUMANITIES & SOCIAL SCIENCE**

...a group of short seminars for teachers and professionals given by MIT faculty on the campus in Cambridge, Massachusetts.

Measuring the Unmeasurable: Non-Market Effects and Public Policy Evaluations

June 22-23 Jerome Robinson

Power, Peace and War: A Clausewitzian Approach to the 19th and 20th Century

June 22-26 David Ranson

Literature and Ethical Values

June 22-26 Alvin Kibel

Cognitive Views of Second Language Acquisition: New Insights for Language Teaching & Computer Aided Instruction

July 13-17 Suzanne Flynn, Gita Marikarjanlu

The Literature of Leadership

June 22-26 Michael Kaufman

Changing Concepts of Race in America

June 15-19 Robin Kiston

Surveillance and Society

June 8-12 Gary Marx

Teaching Basic Musicianship: A Reflective Practice in the New Uses of the Computer

August 17-21 Jeannie Ramberger

The Jazz Experience: Jazz, the Arts and American Culture

July 13-17 Mark Harvey

Ninja Turtles, the Macho King, Madonna's Novel: Taking Popular Culture Seriously

June 8-12 Henry Jenkins

1992 and Global Political Change

June 22-26 William Griffith

Science Policy: What Is It and Who Needs It?

July 6-10 Leon Trilling, Eugene Skolnikoff

Narrative Storytelling for Film and Video

July 6-15 Christopher Thornton

Shakespeare: Contemporary Perspectives

July 13-17 Peter Donaldson

Women and Work: What Difference Does Gender Make?

June 15-19 Isabelle de Courtivron

Enhancing America's Performance

June 15-19 Richard Valley

Building Communities that Work: Understanding the Link Between Power and Culture

July 6-10 Mel King, Antonia Darder

Film Music

August 17-21 Martin Marks

Modern Dance: An Approach to Body Awareness

June 15-19 Beth Soll

Contemporary France: Myth and Reality

July 20-24 Avagay Vicente

Ethical Conflicts in Recent American Science

June 8-12 Charles Weiner

for information contact: MIT Summer Session, E19-356, Cambridge, MA 02139, (617) 253-2101, FAX (617) 253-6042

Continued on Page A

The 1992 Student Success Course Seminars

DUE TO THE EXCEPTIONAL RESPONSE to College Survival, Inc.'s new one-day Student Success Course Seminars, seven additional sites have been added to the 1992 schedule.

These events offer administrators, counselors, and instructors an opportunity to learn about a course model that has been demonstrated to improve student performance and persistence in school. Dave Ellis, Shirley Wileman Conrad, or Karen Marie Erickson will be the featured presenter.

CONFERENCES, CALLS FOR PAPERS



The College Board 1992 National Forum The New World of Learning

Collaborating to Meet Global Challenges Locally

Invitation for Session Proposals

The National Forum Planning Committee, chaired by Martin Meyer-Strain, President Emeritus, University of Pennsylvania, invites you to participate this fall as we explore how together we can shape a new world of learning for all students. The Committee seeks proposals that respond to the following questions:

- How do educators serve equity and excellence in a period of limited resources?
- How can partnerships between schools and colleges and collaborations across professions improve educational achievement for all students?
- What can we learn from the best schools in the world?

The Forum will include sessions and workshops addressing curricular, enrollment, financing, and guidance issues confronting educators throughout and across the education continuum.

The 1992 National Forum will be held October 25-27, 1992, at the Marriott Marquis Hotel, New York City. Proposals must be received by May 1, 1992, to be considered by the Planning Committee. For more information about the Forum, or to discuss your proposal, call (212) 713-8049.

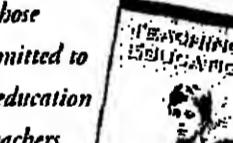
Proposal submissions should be sent to:

**1992 National Forum, The College Board
45 Columbus Avenue, New York, NY 10023-6992**

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Teaching Education provides thoughtful, helpful reading for those committed to the education of teachers.



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FEBRUARY 6-9, 1993

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Co-sponsored by the University of South Carolina, the South Carolina Commission of Higher Education, and the National Center on Postsecondary Teaching, Learning, and Assessment

Subscriptions: For subscription information, contact: The University of South Carolina, The College of Education, Columbia, SC 29208-0323, (803) 777-5601.

Or call: 803-777-5601

4th Conference produced on previous page

"CALL FOR PAPERS" ANNOUNCEMENT

**The 1993 Spring Research Forum
March 18-19, 1993**

The St. Anthony Hotel in San Antonio, Texas

The theme of the forum is "Transmitting the Tradition of A Caring Society to Future Generations." The purpose of the conference is to explore the different roles that children and other generations, institutions, and public policy play in promoting or inhibiting the development of a caring society. We are seeking papers on these themes from scholars and practitioners.

If interested, please write for more details to:

Virginia Hodgkinson
INDEPENDENT SECTOR
1828 L Street, N.W., Suite 1200
Washington, DC 20036

Or fax request: 202-457-0609

23rd Annual Conference HIGHER EDUCATION AND THE LAW July 20-21, 1992

A conference designed to serve the needs of college and university presidents, deans, student affairs administrators, consulting attorneys, and other administrators concerned with the legal aspects of student, faculty, and administrative behavior.

Topics to be covered will include:

- The United States Supreme Court and Higher Education: Past, Present and Future
- Sexual Harassment on Campus
- Current Issues in Student Life and Academic Affairs
- Liability Update: Campus Security, Date Rape, Alcohol Issues, Hazing, Harassment, and AIDS
- Thirty-four Years on the Firing Line: A Reflective Look at Higher Education and the Law

Nationally known presenters include:
 Robert D. Bickel, Professor of Law, Stetson University College of Law
 Henry G. Neal, Executive Secretary and Counsel, Board of Regents, The University System of Georgia
 Bryndis Roberts, Vice President for Legal Affairs, The University of Georgia
 Lawrence White, University Counsel, Georgetown University
 D. Parker Young, Professor of Higher Education, The University of Georgia

Sponsored by the University of Georgia Institute of Higher Education and the Center for Continuing Education.

The conference fee is \$140 per person (includes tuition, refreshment breaks, Monday dinner, and conference materials). For further information or to register contact Margaret Caulfield, Georgia Center for Continuing Education (404/542-1586) or D. Parker Young, Institute of Higher Education, The University of Georgia, Athens, Georgia 30602 (404/542-0575).

Coming Events

Continued From Page A52

- 2-3 Aging, "Conscious Aging: A Creative Spiritual Journey," conference, Omnia Hotel at Madison Square Garden, New York, Contact: Omnia Institute, 1 Luke Drive, RD 2, Box 377, Rhinebeck, NY 12572; (914) 338-4020.
- 1-3 Teaching Workshops on teaching writing and thinking, Bard College, Amherst-on-Hudson, N.Y.; (914) 758-7484.
- 2-3 Philosophy, "Consequentialism," conference, University of Rochester, Rochester, N.Y.; Contact: David Brown, Philosophy Department, University of Rochester, Rochester, N.Y. 14627.
- 2-3 Sociology, "The Social Construction of Democracy," 1990-1990, conference, Carnegie Mellon University and University of Pittsburgh, Pittsburgh, PA 15213; (412) 268-2990.
- 3-4 Admissions, College fair, National Association of College Admission Counselors, Pontiac Silverdome, Pontiac, MI; Contact: NACAC, Suite 430, Alexandria, VA 22314; (703) 836-2222, fax (703) 886-8015.
- 3-4 Artificial Intelligence, Conference, Midwest Artificial Intelligence and Cognitive Science Society, Utica, IL; Contact: Marie Malmquist, Conference Education, Southern Illinois University, Carbondale, IL 62901-4703.
- 3-5 Distance Learning, Distance Learning, National Institute of Higher Education, 1000 W. Main Street, Suite 200, Louisville, KY 40202; Contact: Bruce Baggett, Chief, Division of Distance Learning, Bureau of Educational Resources, US Office of Education, Washington, DC 20002-1902.
- 3-5 Fundraising, "See the Opportunity," seminar, Institute for Charitable Giving, Dallas Marriott Quorum Hotel, Dallas, Contact: rcu, North Michigan Avenue, Chicago, IL 60611; (312) 222-4737, fax (312) 222-9411.
- 3-8 Computer Conference, "PCs Direct: New Worlds With Technology," annual Computer and University Computer Users Conference, Hotel Inter-Continental, Miami, Contact: Albert LeBeau, Miami-Dade Community College, 1801 S.W. 104th Street, Miami, FL 33176; (305) 237-2200.
- 3-8 Freshman experience, "Focus on the First Year—A Good Start for a Good Finish," international conference on first-year experience, University of Victoria and University of South Carolina, Victoria, British Columbia, Contact: James F. Griffith, Director, Student and Academic Services, University of Victoria, P.O. Box 3025, Victoria, British Columbia V8W 3P2; (604) 721-8022, fax (604) 721-8757.
- 4-5 Fundraising, "Annual Program in Capital Campaigns," workshop, Council for Advancement and Support of Education, Hyatt Regency Hotel, Pittsburgh, Contact: CASE, Suite 400, 11 Dupont Circle, Washington, DC 20036; (202) 328-5900.
- 4-8 Fundraising, "Strategic Fundraising: How to Involve Your Board, Advocates, and Staff in Fund Development," seminar, David G. Bauer Associates, Crystal Park Central Hotel, New York, Contact: CASE, 2604 Elmwood Avenue, Rochester, NY 14616; (800) 836-0732.
- 4-8 Computers, Annual symposium on the theory of computing, Association for Computing Machinery, Victoria, British Columbia, Contact: Mike Fellows, Computer Science Department, University of Victoria, Victoria, British Columbia V8W 2Y2; (604) 721-7299.
- 4-7 Computers and social sciences, "Computing for the Social Sciences," conference, University of Michigan, Ann Arbor, Mich., Contact: Computing for the Social Sciences, University of Michigan, Department of Conference and Seminars, Room 112, 541 Thompson Street, Ann Arbor, Mich. 48109-1360; (313) 764-5304, fax (313) 764-1557.
- 5-7 Personnel, "College Teacher Interview," workshop, art Gallup, Lincoln, Neb., Contact: Cheryl T. Beamer, Vice President for Higher Education, art Gallup, 301 68th Street, Lincoln, Neb. 68502; (800) 288-8592.

Who should attend?
Everyone managing, developing, or using computer software.



University of Oregon
call 503-346-3537
for a conference brochure

Deadlines

A symbol (*) marks items that have not appeared in previous issues of The Chronicle.

Following:

May 10: Sciences. Applications from American biomedical and behavioral scientists for fellowships to conduct postdoctoral research in Japan. Contact: International Research and Awards Branch, Foreign International Center, National Institutes of Health, Bethesda, Md.

May 10: Arts. Applications for fellowships to conduct postdoctoral research in Japan. Contact: International Research and Awards Branch, Foreign International Center, National Institutes of Health, Bethesda, Md.

May 10: Business. Applications for fellowships to conduct postdoctoral research in Japan. Contact: International Research and Awards Branch, Foreign International Center, National Institutes of Health, Bethesda, Md.

May 10: Education. Applications for fellowships to conduct postdoctoral research in Japan. Contact: International Research and Awards Branch, Foreign International Center, National Institutes of Health, Bethesda, Md.

May 10: Engineering. Applications for fellowships to conduct postdoctoral research in Japan. Contact: International Research and Awards Branch, Foreign International Center, National Institutes of Health, Bethesda, Md.

May 10: Social Sciences. Applications for fellowships to conduct postdoctoral research in Japan. Contact: International Research and Awards Branch, Foreign International Center, National Institutes of Health, Bethesda, Md.

May 10: Humanities. Applications for fellowships to conduct postdoctoral research in Japan. Contact: International Research and Awards Branch, Foreign International Center, National Institutes of Health, Bethesda, Md.

May 10: Agriculture. Applications for fellowships to conduct postdoctoral research in Japan. Contact: International Research and Awards Branch, Foreign International Center, National Institutes of Health, Bethesda, Md.

May 10: Medicine. Applications for fellowships to conduct postdoctoral research in Japan. Contact: International Research and Awards Branch, Foreign International Center, National Institutes of Health, Bethesda, Md.

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